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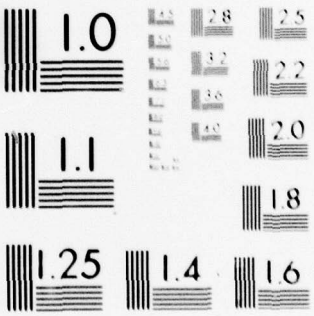

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TAEG REPORT
NO. 76

EVALUATION OF MESS MANAGEMENT SPECIALIST (MS) "A" SCHOOL TRAINING BY ADVANCED MS NAVEDTRACOM STUDENTS AND BY FLEET MS PERSONNEL

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OCTOBER 1979

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6 EVALUATION OF MESS MANAGEMENT SPECIALIST (MS) 'A' SCHOOL TRAINING BY ADVANCED MS NAVEDTRACOM STUDENTS AND BY FLEET MS PERSONNEL,

10 Eugene R. Hall
Carol F. Denton

Training Analysis and Evaluation Group

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TAEG Report No. 76

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Feedback information concerning Mess Management Specialist (MS) "A" School training was collected from 65 MS personnel attending advanced courses within the Naval Education and Training Command (NAVEDTRACOM) and also from 82 MSs currently serving in fleet billets. A structured interview procedure was developed and evaluated for collecting data. Interviewees provided information concerning the degree to which typical "A" School graduates were utilized on the job to perform 83 tasks for which the school provided training. Information

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20. was also obtained concerning the degree and specific nature of difficulty(ies) which recent graduates exhibit in performing the 83 job tasks. Comparisons made between data obtained within the NAVEDTRACOM and data obtained from fleet MS personnel showed that these sources provide equivalent feedback information. Similarly, MS personnel assigned to shore billets provide feedback data equivalent to that from personnel assigned to sea duty billets.

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SECTION I

INTRODUCTION

The Training Analysis and Evaluation Group (TAEG) is participating with the Chief of Naval Education and Training (CNET) Special Assistant for Training Appraisal (015) in a program to improve training appraisal practices within the Naval Education and Training Command (NAVEDTRACOM). One portion of the program is concerned with obtaining training feedback information from sources which do not require infringement on fleet time and assets for data collection. The TAEG was tasked by CNET to examine the feasibility and desirability of obtaining training feedback from petty officers who rotate from fleet billets to the NAVEDTRACOM to attend instructor training (IT) or "C" level courses in their rating. The tasking included the development and evaluation of a methodology for systematically obtaining feedback information at NAVEDTRACOM school locations. It was also desired that the information collected be useful to schools for evaluating training and identifying areas where curriculum change might be desirable.

The objectives established for the overall TAEG program were to:

1. assess the feasibility and desirability of obtaining training feedback from petty officers assigned to the NAVEDTRACOM to attend IT or "C" level courses in their rating

2. develop a procedure suitable for use in the school environment for systematically obtaining feedback information

3. evaluate the procedure developed to determine its potential for obtaining detailed information useful for curriculum review/revision purposes.

To achieve the program objectives, it was necessary to select target schools about which training feedback information could be obtained. Accordingly, six "A" level courses/schools were selected for evaluation. These serve the eight ratings listed below:

- Aviation Machinist's Mate (AD)
- Machinery Repairman (MR)
- Engineman (EN)
- Mess Management Specialist (MS)
- Fire Control Technician (FT)
- Aviation Electronics Technician (AT)
- Aviation Fire Control Technician (AQ), and
- Aviation Antisubmarine Warfare Technician (AX).

A series of reports provide the evaluation data obtained during the program. Reports published to date have provided evaluation data for the AD(A1) course (TAEG Technical Memorandum 79-3), the MR "A" School (TAEG Technical Memorandum 79-4), and the EN Class A Course (TAEG Technical Memorandum 79-5). The present report is concerned with the MS rating. Subsequent reports will provide evaluation data for the "A" course serving the AT, AQ, and AX ratings and for the FT "A" School. In addition, a final TAEG technical

report will summarize the total work effort and assess the extent of achievement of the study objectives based on the information and experience gained from working with all six schools.

PURPOSE

This report presents data concerning:

- the relevancy of MS "A" School training for graduates' fleet job assignments
- how well MS "A" School graduates perform job tasks for which they received training.

In addition to developing the information described above, a portion of the effort with the MS rating was devoted to:

- examining the issue of the equivalence of feedback data obtained from NAVEDTRACOM School sources and data obtained from fleet sources
- determining the comparability of feedback data obtained from sources representing sea versus shore environments.

Findings that petty officers attending NAVEDTRACOM schools can provide feedback information equivalent to that from corresponding petty officers in operational fleet billets bear on objective 1 of the overall TAEG program concerning the desirability of obtaining feedback from individuals under NAVEDTRACOM operational control. Findings concerning the equivalence of data from sea versus shore units bear both on the relevance of school training for assignment to the different platforms and also on the issue of substitutability of feedback data from the one source for that from the other. Feedback data reflecting opinions of individuals within these sources and the results of analyses conducted to determine data comparability are also reported here.

RATIONALE FOR MS SCHOOL SELECTION

The MS "A" course is the basic course for the MS rating. The course covers a variety of topics related to food planning, preparation and service, and general mess management. Course graduates serve in enlisted dining facilities (EDF) or private messes (PM) aboard ships and at shore stations. They may also participate in management of bachelor officer and enlisted quarters. At large dining facilities, graduates' duties may be highly specialized (e.g., works only in butcher shop, bake shop, vegetable room) whereas in smaller messes they perform all necessary food service functions.

The MS "A" course was selected for inclusion in the program for a number of reasons. One prominent reason was its nomination by the Curriculum Instructional Standards Office (CISO) of the Service School Command (SERVSCOLCOM), San Diego, as a course which could benefit from systematically obtained feedback information. Another was the existence of Navy Food Management Teams (NFMT) quartered on both the East and West Coasts of the United States. These teams represented a potential mechanism for collecting feedback data from

fleet units for comparison with the data collected within the NAVEDTRACOM school environment. Functioning within a program administered by the Navy Food Service Systems Office (NAVFSSO), NFMTs routinely visit fleet shore installations and ships. The NAVFSSO program is dedicated to upgrading continuously the quality of Navy food service. Accordingly, the NFMTs provide tips, suggestions, etc. on a nonreport basis for food service improvement during their assistance visits to fleet units.

Certain administrative considerations also favored the selection of this course. For example, the curriculum was unclassified. This permitted data to be collected and recorded without restriction. Also, a sufficient student input to the advanced courses was projected. This would permit a reliable assessment, within a reasonable time frame, of both the course and the data collection method used.

ORGANIZATION OF THE REPORT

The remainder of this report is presented in four sections and 14 appendices. Section II describes the data collection instruments and the procedures used in their development and administration. Details of data analysis and processing are also given. Summaries of the feedback data obtained are provided in section III. Included in this section are the results of a technical review of the data during which MS school subject matter experts (SME) assessed the value of the feedback data for course evaluation. Also included are the results of correlational analyses performed to assess the equivalence of data obtained from different sources. Brief discussions of the data obtained and the results of the SME review and correlational analyses performed are given in section IV. A portion of section IV is devoted to presentation of an exploratory method of task classification which has potential for identifying both over- and undertrained tasks. Conclusions which can be drawn from the data and specific recommendations are given in section V. Appendix A presents copies of forms used to collect background data and to select potential respondents. Appendix B lists the MS job tasks evaluated. Procedures developed for data collection are in appendix C. Worksheets used for data summarization and data evaluation are contained in appendices D and M respectively. Appendices E through K present feedback data obtained from different groups of MSs. These data also constitute the technical data base used in the correlational analyses for assessing the equivalence of feedback information from different sources. General comments made by individuals concerning "A" School changes/improvements are in appendix L. Appendix N presents information describing the individuals from whom feedback was obtained.

SECTION II

TECHNICAL APPROACH

This section describes the procedures used to obtain training feedback information from MSs attending IT and "C" level courses within the NAVEDTRACOM and from MSs assigned duty within East and West Coast fleet units. The discussion covers the method chosen, the instruments and procedures developed to gather the data, the respondent population, details of data collection, and data reduction/analysis/review methods employed. The procedures used to assess the equivalence of feedback data obtained from different sources are also described.

METHOD

A structured interview (SI) method was developed and evaluated for feedback data collection. This method was selected by TAEG, in conjunction with CNET 015, on the assumption that more detailed feedback information could be obtained in the interactive face-to-face setting afforded by an interview than by other possible methods (see Hall, Rankin, and Aagard, 1976). It was planned that interviews be conducted individually by trained interviewers who might not necessarily be SMEs. The structured interview concepts employed were adapted from procedures previously used in fleet feedback projects (e.g., Bilinski and Saylor, 1972; Naval Amphibious School, 1975).

The interview procedure was designed to acquire specific data concerning two categories of job task information which were of interest for course evaluation. These involved school-trained tasks:

- which recent graduates do not perform in their fleet assignments, and those
- performed on the job but which are difficult for a recent graduate to perform.

The first category provides information for assessing the relevancy of school training to operational job requirements. The second identifies performance difficulties which may be correctable by school training. In-depth probing by an interviewer can obtain more specific information regarding reasons either for nonperformance or for performance difficulties.

DESCRIPTION OF INTERVIEW INSTRUMENTS

Three forms were developed for data collection: a Background Data Form for collecting background information on respondents, a Feedback Data Form to guide the interview and to record data, and a Reason Code Sheet listing both possible reasons for graduate difficulty in task performance and reasons why graduates did not perform some tasks. These forms are described below.

BACKGROUND DATA FORM. Two versions of Background Data Forms were used: one to collect data on MSs attached to the NAVEDTRACOM and the other (Form E-W) for collecting data from MSs currently in fleet billets. The major difference

between the forms was that NAVEDTRACOM respondents were asked to provide names to facilitate scheduling them for interviews. Data requested from both groups of respondents (i.e., school and fleet) included: his/her rate, Navy Enlisted Classifications (NECs), billet titles, and previous and current duty stations, including whether this was sea or shore duty, and whether it was in an enlisted dining facility (EDF) or private mess (PM). Questions also addressed opportunity to observe recent "A" School graduates, number observed, and length of observation. Opinions were solicited concerning whether "A" School graduates required additional training beyond the normal break-in period and, if so, in what areas it was required. Copies of the Background Data Forms are provided in appendix A.

FEEDBACK DATA FORM. The Feedback Data Form was the primary instrument used for the structured interview. The form was divided into two parts. The first part, "A," was designed so it could, if desired, be completed by respondents prior to the interview. The second part, "B," was designed to be completed by the interviewer during his discussion with the respondent. This design was used to minimize the time interviewers would be away from their regularly assigned jobs.

Figure 1 shows the first page of an MS Feedback Data Form with instructions for completion of part A. The left hand column lists specific MS tasks. (The entire 83 item job task listing is provided in appendix B.) Subsequent columns in part A provide space for respondents to select one of three alternatives concerning each task. Alternative selection was based on interviewee observations of a typical "A" School graduate during his (the graduate's) first 6 months of duty in the unit. If the specific task was not usually done by the typical recent graduate, the "Don't Do" category was to be checked. If the task was done and the graduate had no difficulty in performing it, the "Do With Ease" category was checked. If the task was done but the graduate had difficulty performing it, the "Do With Difficulty" category was checked.

The task statements listed on the feedback data form were extracted from the MS Navy Occupational Task Analysis Program (NOTAP) job task inventory for E-3s. This inventory was compiled by NOTAP personnel in May 1975. All job tasks performed by more than 20 percent of the MS E-3s were included in a preliminary draft of the Feedback Data Form. These statements were reviewed by the MS School staff for relevance to the "A" School curriculum and for clarity and specificity. As a result, the task listing was reduced to 83 job tasks for which the school provided training in its curriculum. The alphanumeric designation in parentheses left of a task statement (figure 1) is the identity number of the task in the NOTAP data base. The number(s) in parentheses below this identity number references the appropriate MS "A" course learning objective(s).

Part B of the Feedback Data Form was completed by the interviewer during the interview session. The interviewer solicited and recorded reasons why tasks were either not performed by graduates or why they were difficult to perform. To facilitate this process, a list of suggested reasons, "Reason Codes," (see below) was provided the respondent to help him focus on possible explanations for nonperformance of a task or for task difficulty. The interviewer recorded the interviewee's choices of reason codes and all other

FEEDBACK DATA FORM

The purpose of this survey is to obtain information which can be used to improve "A" School training. At this time you are to complete only Part A of the form. Part B will be completed with the interviewer.

The following pages list tasks which receive some emphasis in the MS "A" School. Complete Part A by placing a check in one of the three boxes, or categories, at the right of each task statement. Base your selection of categories on your observations of a typical "A" School graduate during his first 6 months of duty in your unit. If the specific task was not usually done by the average, recent graduate, check the "Don't Do" category. If the task is done, and the average graduate had no difficulty in performing it, check the "Do With Ease" category. If the task is done by the average, recent graduate, but he has some difficulty in performing it, check the "Do With Difficulty" category. Make an appropriate selection for each of the 83 tasks listed on the survey form. When you have completed the form, record the time that you spent. Take the form, with Part A completed, to the interviewer.

PART A				PART B	
	CATEGORIES			REASONS	
TASK STATEMENTS	Don't Do	Do With Ease	Do With Difficulty	Code	
1. (G27) DEEP FAT FRY MEAT/SEAFOOD/POULTRY (1.3/2.0/3.0)					
2. (G29) GRILL MEAT/SEAFOOD/POULTRY (1.3/3.0/7.0)					
3. (G22) ROAST MEAT/POULTRY (1.1)					
4. (G23) BAKE MEAT/SEAFOOD/POULTRY (1.1/2.0/3.0)					
5. (G25) OVEN-FRY MEAT/SEAFOOD/POULTRY (1.3/2.0/3.0)					

Figure 1. Sample Page Of MS Feedback Data Form

comments made by him. Finally, the interviewer asked the respondent if he had any general comments to make concerning improvement of the "A" School curriculum. These were recorded on the last sheet of the Feedback Data Form. At the completion of the interview, the interviewer recorded the time required on the cover sheet.

REASON CODES. Reason codes consisting of letters representing possible reasons for nonperformance or task difficulty were developed for use during interviews. The codes provided a shorthand method of recording data. They also served as examples of the kind of explanatory information sought. Use of the codes simplified manual data recording and also permitted machine processing.

A list of "reasons" why tasks were not performed or were performed with difficulty was initially devised by TAEG. This list was reviewed by the staff of the MS School to insure applicability to the MS training environment.

Four "reasons" represented by letter codes were provided for use with "Don't Do" selections. They were:

A. Task not done on my ship/station/aircraft

B. Task not expected of someone in recent graduate's rate or level of experience

C. Task expected of recent graduates but average graduate unable to perform

D. Not sufficient time for recent graduate to have been assigned to this task.

Six reasons represented by letter codes were provided for "Do With Difficulty" selections. They were:

A. Graduate has inadequate/incomplete understanding of the job or task

B. Not well grounded in theory

C. Quality of finished product not up to standards of AFRS (i.e., Armed Forces Recipe Service)

D. Doesn't know <u>which</u> tools or equipment to use

E. Doesn't know <u>how</u> to use tools or equipment properly

F. Lack of proper galley equipment to accomplish task

G. Doesn't know how to use technical manuals/publications/recipes and other written references properly.

More than one reason code could be selected for a "Do With Difficulty" choice.

During the interview sessions, the interviewer's solicited amplifying information supporting the interviewee's selection of specific reason codes and concerning which aspects of the job tasks were difficult for graduates to perform.

RESPONDENT POPULATION

The basic population of interests as interviewees consisted of MS petty officers who had an opportunity in the past year to observe the performance of recent MS "A" School graudates on the job for at least 3 months. Opinions about MS "A" School training of petty officers attached to the NAVEDTRACOM as well as of their counterparts still serving in operational fleet billets were desired.

Within the NAVEDTRACOM group, the primary focus of attention was on MSs attending IT and "C" Schools at the SERVSCOLCOM, San Diego. These schools are colocated with the MS "A" School. It was also desired that feedback be obtained from MS "C" School students at the Fleet Training Center (FLETRACEN), Norfolk, to insure representation of opinions of Atlantic fleet personnel. In addition, it was desired that feedback be collected within fleet ship and shore units for comparison with data from NAVEDTRACOM sources. As a result of appropriate coordination, data were subsequently collected in the schools at San Diego and Norfolk, and within East and West Coast fleet activities.

To provide sufficient data on which to base reliable conclusions, a decision was made to continue data collection until a minimum of 30 interviews had been completed at the SERVSCOLCOM, San Diego. Because of infrequent scheduling of MSs to the SERVSCOLCOM and the fact that not all attending had observed "A" School graduate performance, data collection required approximately 8 months. Data collection within the FLETRACEN and fleet units was pegged to the schedule at the SERVSCOLCOM. However, a minimum of 30 interviews from the FLETRACEN and 50 each from East and West Coast fleet units was desired.

DATA COLLECTION

During the initial project coordination visit to the SERVSCOLCOM, two civilian education specialists were identified to conduct interviews of MS petty officers. These were the CISO representatives routinely assigned to assist, respectively, the Supply Schools Department and the IT School. During a subsequent visit, three MS chief petty officers (MSC) were also designated to conduct interviews. All five individuals participated in a 2-hour orientation session during which interview procedures and use of data collection instruments were explained by TAEG. Subsequently, however, other individuals were assigned by the SERVSCOLCOM to collect data from MS "C" School students. (One individual, an MS-2, completed 23 of the 38 interviews conducted with "C" School students.)

At the SERVSCOLCOM, Background Data Sheets were distributed in each MS "C" class during the Menu Planning Phase of "C" School. Individuals

who responded that they had observed the performance of at least one "A" School graduate within the past year were subsequently interviewed. IT School students were interviewed on a time-available basis. All interviews were conducted between 21 June 1978 and 27 February 1979.

The CIS officer at the FLETRACEN, Norfolk, volunteered personally to conduct interviews with "C" School students at that location. This was because of his strong belief in the necessity for feedback information and a desire to participate in the development and evaluation of procedures for collecting feedback within the school environment. At Norfolk, all interviews were conducted on a time-available basis between June and November 1978. The Background Data Sheets were also used at the FLETRACEN to determine particular "C" School students' "eligibility" for interviews.

Except for distributing Background Data Sheets to all potential respondents, the procedures used for data collection within East and West Coast fleet units were the same as those used within the NAVEDTRACOM School environment. Background data in the fleet context was collected only on individuals who were actually interviewed. Data were collected at the Naval Training Center (NTC), Orlando (this is considered an East Coast activity), by TAEG personnel. Personnel interviewed at this site were preselected and scheduled for interviews by their Command. They were known to have observed/supervised recent MS "A" School graduates. Interviews to collect data from East Coast fleet ships and shore units were conducted by the NFMT at Norfolk. The NFMT at San Diego interviewed MSs at West Coast activities. All interviews by NFMT personnel were conducted during routine assistance visits to fleet activities. On both coasts, interviews were conducted on a time-available, noninterfering basis by the NFMTs. Also, it was agreed that interviews would not be conducted at fleet units against the desires of individual commanding officers. All interviews within fleet units were conducted between August 1978 and March 1979.

All individuals initially designated by the participating Naval activities to function as interviewers during the program were given a 2-hour orientation/briefing. This covered the procedures to be followed and use of the interview instruments. Also, all interviewers were given a set of written instructions for conducting interviews. These are contained in appendix C.

DATA PROCESSING AND ANALYSIS

All data collected by NAVEDTRACOM personnel at the SERVSCOLCOM (San Diego) and the FLETRACEN (Norfolk), including Background Data Sheets completed by MSs who had not had an opportunity to observe an "A" School graduate, were mailed to TAEG. The NFMTs also direct-mailed data collected by them.

A Presentation of Data worksheet form was developed and used within TAEG for recording the interview data. One form each was used to compile the data for a task. Tabulations were made of the number of times tasks were judged by interviewees as "Do With Ease," "Do With Difficulty," or "Don't Do." In addition, tabulation was made of Reason Codes chosen for the tasks judged in the "Do With Difficulty" or "Don't Do" categories. Finally, all comments made by interviewees pertaining to each task--either to clarify why particular Reason Codes were selected or to add amplifying information--were recorded.

Completed Presentation of Data worksheets for all 83 tasks evaluated are contained in appendix D.

Worksheet data were used to ascertain the degree to which recent graduates were utilized to perform the job tasks at the activities represented by the interviewees. For this, the percentage of interviewees who reported that the graduates worked at the various tasks was determined. The percentage was calculated by dividing the sum of all "Do With Ease" and "Do With Difficulty" responses for each task by the total number of responses for that task.

The worksheet data were also used to determine the degree of difficulty (conversely, ease) with which graduates performed each of the various job tasks. The percent of respondents (interviewees) who thought the graduates they observed did the task with difficulty was derived by dividing the number of "Do With Difficulty" selections for each task by the sum of all "Do With Ease" and "Do With Difficulty" responses for that task.

Tables showing the percent utilization of graduates to perform the various school-trained tasks and the degree of difficulty attached to their performance of these tasks are presented in the next section of this report. The data presented are based on the total sample of MSs interviewed (N=147) as this is the group from which any reliable assessment of MS "A" School training should be made. However, the interview data were compiled separately for each of the subgroups (subsamples) so that comparisons bearing on the issue of equivalence, or comparability, of data from the different sources could be made.

Appendix E shows the overall distribution of responses made by individuals within subgroups. It presents data showing the frequency with which each response category (i.e., "Don't Do," "Do With Ease," "Do With Difficulty") was chosen in each subgroup (or combination of subgroups) for each of the 83 job tasks evaluated. To facilitate direct comparisons among subgroups and to adjust for the different numbers of respondents in each subgroup as well as for each task, the frequency data were converted to proportions. Appendix F shows the proportions of interviewees within each subgroup reporting MS "A" Shool graduates were utilized to perform the various job tasks. Appendix G shows the proportions within each subgroup reporting graduates performed the various tasks with difficulty. Each appendix also shows these respective proportions for various combinations of subgroups.

A separate summary of the data was made to determine if differences existed in utilization frequency or "Do With Difficulty" values for individuals assigned to sea versus shore duty. All school respondents (interviewees) who indicated on the Background Data Sheet that their previous duty station (current duty station for fleet personnel) was a shore installation formed the shore group (N=52); those indicating sea duty formed the other group (N=93). Two respondents did not indicate sea or shore duty. Utilization proportions and performance difficulty values for the sea versus shore groups are shown in appendices H and I respectively. The data were also sorted on the basis of whether interviewees reported they had observed recent "A" School graduates working in an enlisted dining facility (EDF) or in a private mess (PM). (Two respondents did not designate EDF or PM duty.) These data are shown in appendices J and K respectively.

ASSESSMENT OF DATA EQUIVALENCE

In the past, concern has been expressed in various circles that opinions about training given by individuals attached to the Training Command may not be the same as those that a corresponding sample of fleet personnel would give. Obtaining feedback data from both sources permitted a statistical assessment of the equivalence of the data from the two sources. The specific question to be answered concerned whether training feedback given by IT and "C" School students at NAVEDTRACOM schools can effectively substitute for feedback from fleet units and lead essentially to the same conclusions about MS "A" School training.

In addition to assessing equivalency of data from fleet versus school sources, it was also of interest to determine the equivalence, or comparability, of data from sea versus shore sources, East Coast versus West Coast fleet assignment, and EDF versus PM assignment.

Data equivalence was assessed through the use of the Pearson-Product moment correlation technique (see Guilford, 1954). This statistic yields a coefficient of correlation, "r," which indicates numerically the degree of relationship between two sets of variables. Correlation coefficients may take on values ranging from 0 to plus or minus 1. High correlation coefficients indicate that distributions of ratings/values are similar. Correlation does not address questions of similarity in magnitude. In this study, high positive correlations between distributions of ratings/values obtained from different sources would support conclusions that the sources provide equivalent data. Correlation coefficients were computed between the percent utilization values and between the percent "Do With Difficulty" values obtained from the different feedback groups. These are presented in section III and their implications are discussed in section IV.

TECHNICAL REVIEW

At the completion of data collection, completed Presentation of Data worksheets for 82 of the job tasks were sent to the Director of the Mess Management Specialist School. (Data for one task, number 67, were inadvertently omitted from the package.) Copies of the summary data reflecting difficulty of task performance and all general comments made concerning changes/improvements to "A" School training (see appendix L) were also transmitted. All data were based on the total group interviewed (N=147).

It was requested that five members of the school staff be selected to review the data independently to assess their usefulness for curriculum evaluation and value (relevance) for identifying training problems. This information was desired to provide a partial basis for evaluating the structured interview method used and identifying areas where improvements to the interview instruments/procedures might be needed.

In reviewing the data, each SME was to complete independently a Usefulness of Data worksheet for each task. They recorded their opinions about the usefulness of sorting the job tasks into three categories, the usefulness of the reason codes and the interviewee comments, and about the overall

usefulness of the data. The rating scale allowed three choices for the assessment: "Not Helpful," "Of Some Help," "Very Helpful." The SMEs also assessed the data for their contribution to training problem identification. A copy of the worksheet used is provided in appendix M.

The completed Usefulness of Data worksheets were returned to TAEG by the MS School. Summaries of the SME data were prepared to reflect collective opinions about:

- overall data usefulness
- usefulness of the data for each task singly, and
- training problems identified by the interview data.

The results of the SME review are presented in section III.

SECTION III

RESULTS

Information describing the MSs interviewed during the program is presented in this section. The training feedback data obtained from the interviews is also summarized. In addition, the results of the SME technical review of the interview data and the correlational analyses performed to assess data equivalence are given.

RESPONDENTS

Data received from the SERVSCOLCOM, San Diego, indicated that 12 MS petty officers attended IT School and 128 attended "C" School between 21 June 1978 and 27 February 1979. Only 48 of these 140 individuals (10 from the IT School and 38 from the "C" School) reported that they had observed "A" School graduate performance within the past year. Seventeen of 26 individuals contacted at the MS "C" School, Norfolk, indicated opportunity to observe graduate performance while on previous fleet assignments. These 65 individuals (48 plus 17) within the NAVEDTRACOM were interviewed to obtain feedback about "A" School training. Eighty-two MS personnel in fleet assignments (68 from East Coast units, including 25 assigned at Orlando, and 19 from West Coast units) were interviewed.

Background information describing the total group of 147 MSs interviewed is summarized below. More detailed background information is given separately for various groups in appendix N.

SUMMARY OF BACKGROUND DATA. Of those interviewed, paygrades from MSSN through MSCS were represented. Interviewees averaged 12.0 years of service. (The range was from 1 to 22 years.) One hundred and thirty-six individuals were assigned to EDF, nine were assigned to PM while the remaining two were assigned to BEQ/BOQ or COMSTOR. Fifty-two had previously been or were currently stationed ashore while the remaining 93 had come from or were currently assigned sea duty. Two did not identify their previous duty. Each interviewee observed an average of 7.3 recent MS "A" School graduates for an average of 8.5 months. Twenty-six ship types and eight shore duty activities were represented. Respondents also identified four aircraft squadrons as duty stations.

Approximately 75 percent of the total number of MSs interviewed expressed the opinion that MS "A" School graduates required additional training over and beyond the normal break-in period to meet minimum job requirements. Table 1 shows the percentage of interviewees in various groups who felt additional training was needed. The table also shows areas in which the training was considered necessary.

INTERVIEW DATA

As mentioned previously, data were recorded on worksheets within TAEG. The worksheets were used to prepare summaries reflecting graduate utilization and difficulty of task accomplishment. Summaries of reasons given for grad-

TABLE 1. ADDITIONAL TRAINING REQUIRED FOR MS "A" SCHOOL GRADUATES

GROUP	TRAINING REQUIRED*	NO. OF RESPONDENTS	AREA WHERE TRAINING REQUIRED* FOOD PREPARATION	FOOD SERVING	BOQ/BEQ MANAGEMENT	OTHER AREAS
Norfolk	70.6	17	52.6	26.3	0	21.1
San Diego	83.3	48	62.7	27.5	5.9	3.9
East Fleet	81.6	38	66.7	28.9	2.2	2.2
West Fleet	36.8	19	60.0	30.0	0	10.0
Combined School	80.0	65	56.0	32.0	4.0	8.0
Combined Fleet**	70.7	82**	65.5	25.3	3.5	5.7
All Respondents	74.8	147	61.1	28.4	3.7	6.8

* Shown in percent
** Includes data from 25 MSs interviewed at Orlando

uate nonutilization at given tasks and for reported difficulties in doing particular tasks were also prepared. In addition, comments made by interviewees were recorded. The relevant data summaries are presented below.

TIME TO COMPLETE INSTRUMENT. For the total group, the average time used for completing part A of the survey form was 22.7 minutes (time ranged from 5 to 90 minutes). Average time for the actual interview (part B) was 37.5 minutes. The minimum and maximum times for part B were 5 and 105 minutes respectively. Times required for each of the subgroups is shown in appendix N.

GRADUATE UTILIZATION. Table 2 lists the 83 job tasks ranked (high to low) on the basis of percentage of interviewees who reported graduate utilization to perform each task. The values reported are for the total group of 147 interviewees. The median percentage who reported recent MS graduates were employed at the respective tasks in their work centers was 77.2. The range was from a low of 37.7 percent (check scullery/dishwasher for proper temperature, soap, etc.) to a high of 96.5 percent (load/unload ovens). The number who responded to each task statement varies since some interviewees did not assign a category for all tasks. The "N" on which each percentage is based is shown in the first column of table 2.

Reasons for Nonutilization. A summary of the selection of reason codes by individuals in different groups/subgroups was prepared to permit examination and assessment of the overall reasons why recent graduates do not perform school-trained tasks. These data are presented in table 3. The table shows percentage of selection of the different reason codes over the 83 tasks by individuals in each group/subgroup. The number of cases, "N," in each group is shown in column 2. The reason code assignments made by the total group of 147 interviewees for each individual task are shown on the worksheets presented in appendix D.

PERFORMANCE DIFFICULTIES. Table 4 lists all 83 job tasks ranked (high to low) on the basis of percentage of interviewees who reported recent graduates performed tasks with difficulty. The number ("N") of interviewees on which each percentage is based is also shown. The median "Do With Difficulty" percentage for all tasks was 25.6. The range was from a low of 1.6 percent (prepare sandwiches) to a high of 68.4 percent (determine appropriate ingredient substitutions).

Reasons for Performance Difficulties. The selections of reason codes explaining why tasks were difficult to perform were summarized to permit assessment of "difficulties" across the various interviewee categories. The "Do With Difficulty" choices (percentages), computed over all interviewees and all tasks, are presented in table 5.

The reasons provided for the "Do With Difficulty" category were not mutually exclusive. For example, there is some overlap between reason codes A (graduate has inadequate/incomplete understanding of job or task) and B (not well grounded in theory). Also, more than one reason code could be selected. The selection of "Do With Difficulty" reason codes for each individual task is shown on the data worksheets presented in appendix D.

TABLE 2. GRADUATE UTILIZATION ON SURVEYED JOB TASKS

No. Who Responded to Task	Task No.	Task Statement	Percent Utilized
146	52	(G2) LOAD/UNLOAD OVENS (1.1.1.4.2)	96.5
145	1	(G27) DEEP FAT FRY MEAT/SEAFOOD/POULTRY (1.3/2.0/3.0)	95.1
146	2	(G29) GRILL MEAT/SEAFOOD/POULTRY (1.3/3.0/7.0)	94.5
145	26	(G74/G36) PREPARE FROZEN FOODS (6.2)	94.4
143	16	(G57) PREPARE STARCH PRODUCTS (5.0) (SUCH AS POTATOES, RICE, MACARONI)	94.4
146	33	(G59) PREPARE EGGS	93.8
146	47	(G87) OPERATE ELECTRICALLY CON- (1.1.1.4.2/6) TROLLED FOOD PREPARA- TION EQUIPMENT	93.1
145	12	(G21) FRY MEAT/SEAFOOD/POULTRY (1.3/2.0/3.0)	92.4
144	17	(G40/G36) SIMMER VEGETABLES/FRUITS (6.0)	91.6
145	20	(G44/G36) SAUTE VEGETABLES (6.0)	91.0
146	45	(G66) PREPARE INGREDIENTS (MEASURE/ (1.1.3.2/3) WEIGH/RECONSTITUTE/MIX ETC.)	90.4
146	79	(H29) SWEEP DECKS	89.7
146	48	(G88) OPERATE NON-ELECTRICALLY CON- (1.1.1.4.2/6) TROLLED FOOD PREPARA- TION EQUIPMENT/UTENSILS	89.7
143	32	(G50) PREPARE SOUPS (9.0)	89.5
146	54	(G17-20) PREPARE MEAT/SEAFOOD/ (1/2/3) POULTRY FOR COOKING	89.0

TABLE 2. GRADUATE UTILIZATION ON SURVEYED JOB TASKS (continued)

No. Who Responded to Task	Task No.	Task Statement	Percent Utilized
145	56	(G1) DETERMINE IF FOOD IS SUFFI- (1.1.1.5.1) CIENTLY COOKED	87.5
146	50	(F9) CLEAN/REFILL DEEP FAT FRYER (1.1.1.4.2)	86.9
145	3	(G22) ROAST MEAT/POULTRY (1.1)	86.8
144	18	(G42/G36) DEEP FAT FRY VEGETABLES (6.0)	86.8
146	78	(H30) SWAB DECKS	86.3
145	62	(G79) GARNISH/SEASON FOOD	86.2
144	41	(G106) OBTAIN RECIPE CARD FOR (1.1.1.1) SELECTED PRODUCT	86.1
144	9	(G28) STEW MEAT/SEAFOOD/POULTRY (1.2.1/2.0/3.0)	86.1
145	14	(G34) PREPARE GRAVIES (4.0)	85.5
147	49	(F2/F4) CLEAN/SANITIZE FOOD PREPARA- (1.1.1.3.7) TION AND SERVING LINE AREAS/EQUIPMENT	85.0
145	15	(G35) PREPARE SAUCES (4.0)	84.8
142	57	(G72) PREPARE SANDWICHES	84.5
145	44	(G92) PORTION INDIVIDUAL SERVINGS	84.1
145	4	(G23) BAKE MEAT/SEAFOOD/POULTRY (1.1/2.0/3.0)	84.1
144	6	(G26) SIMMER MEAT/SEAFOOD/POULTRY (1.2/2.0/3.0)	84.0
143	21	(G39/G36) STEW VEGETABLES (6.0)	83.2
145	8	(G24) BARBECUE MEAT/SEAFOOD/POULTRY (1.2.2/2.0/3.0)	82.7

TABLE 2. GRADUATE UTILIZATION ON SURVEYED JOB TASKS (continued)

No. Who Responded to Task	Task No.	Task Statement	Percent Utilized
146	42	(G106) (1.1.1.2.3) CONVERT RECIPES TO DETERMINE AMOUNT OF FOOD TO BE PREPARED AT A MEAL IN ACCORDANCE WITH GALLEY PREPARATION WORKSHEET (1090)	82.1
145	61	(G83) (1.0) CARVE MEATS	82.0
144	7	(G30) (1.2/2.0/3.0) SAUTE MEAT/SEAFOOD/POULTRY	81.2
145	10	(G32) (1.1/2.0/3.0) BRAISE MEAT/SEAFOOD/POULTRY	80.0
145	71	(H7) SET UP SERVING LINE	79.3
145	22	(G58/G36) (6.4) PREPARE DRY DEHYDRATED FOODS	79.3
145	58	(G78) PREPARE GARNISHES	78.6
145	43	(G62) (1.1.1.2) ADJUST THE YIELD OF RECIPE CARDS	77.9
142	83	(F1) QUALIFY/REQUALIFY FOR FOOD HANDLERS CERTIFICATE	77.4
145	55	(G33) PROCESS DRESSINGS FOR MEAT/ SEAFOOD/POULTRY	77.2
145	5	(G25) (1.3/2.0/3.0) OVEN-FRY MEAT/SEAFOOD/POULTRY	75.8
145	19	(G41/G36) (6.0) STEAM VEGETABLES	75.8
144	11	(G31) (1.1/2.0/3.0) BROIL MEAT/SEAFOOD/POULTRY	75.0
142	38	(G53) PREPARE GELATIN DESSERTS	74.6
143	27	(G45) (7.1) PREPARE FRESH SALAD	74.1
145	65	(G98) SERVE CAFETERIA STYLE MEAL	73.7

TABLE 2. GRADUATE UTILIZATION ON SURVEYED JOB TASKS (continued)

No. Who Responded to Task	Task No.	Task Statement	Percent Utilized
143	30	(G46) (7.3) PREPARE GELATIN SALAD	73.4
147	80	(F6) (1.1.1.3.8) DISPOSE OF GARBAGE AND TRASH	72.1
142	37	(G7) (14.0) PREPARE QUICK BREADS (PANCAKES, BISCUITS, COFFEE CAKE, ETC.)	71.8
145	81	(F5) DEFROST/CLEAN/SANITIZE FREEZERS/REFIGERATORS/ REEFERS	71.7
145	59	(G56) PREPARE JUICES	71.7
144	24	(G43/G36) (6.0) GRILL VEGETABLES	68.7
139	39	(G52) PREPARE FRUIT DESSERTS	67.6
140	40	(G52) PREPARE PUDDINGS AND CUSTARDS	65.7
141	28	(G45) (7.2) PREPARE COOKED SALAD	64.5
141	29	(G47) (7.1/7.2) PREPARE MEAT/SEAFOOD/POULTRY SALAD	64.5
144	51	(G55) BREW COFFEE/TEA/COCOA	63.8
145	46	(G64) (1.1.1.2) DETERMINE APPROPRIATE INGREDIENT SUBSTITUTIONS	63.4
142	23	(G37/G36) (6.0) BAKE VEGETABLES/FRUITS	60.5
144	60	(H9) SET UP SALAD BAR	59.7
144	63	(G90) FILL BEVERAGE DISPENSERS	59.7
144	72	(G82) CHECK SERVING TEMPERATURE OF FOOD/BEVERAGE	57.6

TABLE 2. GRADUATE UTILIZATION ON SURVEYED JOB TASKS (continued)

No. Who Responded to Task	Task No.	Task Statement	Percent Utilized
144	25	(G38/G36) (6.0) OVEN FRY VEGETABLES	55.5
145	73	(F16) (1.1.1.3.8) INSPECT FOOD/EQUIPMENT FOR CONTAMINATION	51.0
143	13	(G107) (1.0) TENDERIZE MEAT	50.3
143	66	(G102) (15.2) SERVE AMERICAN STYLE MEAL	48.9
146	53	(F7) (1.1.1.3.8) CLEAN/SANITIZE GARBAGE RECEPTACLES	48.6
143	70	(H11) (15.1.1.4.2) SET UP DINING TABLE	47.5
143	75	(15.1.3) SECURE WARDROOM AFTER MEAL	47.5
145	82	(H26) POLISH/WAX DECKS	46.2
144	35	(G10) (12.0) PREPARE COOKIES	45.1
146	74	(P22) CONDUCT SANITATION PRE-INSPECTIONS	44.5
144	68	(G99) (18.0) SERVE BUFFET STYLE MEAL	44.4
143	36	(G14) (13.0) PREPARE PIES	44.0
144	34	(G68/G9) (11.0) PREPARE YEAST RAISED DOUGH PRODUCTS	43.7
141	31	(G49) (8.0) PREPARE SALAD DRESSING	43.2
142	69	(H12) (15.2.2.1.1) PREPARE SEATING ARRANGEMENTS	42.2
140	67	(G94) (15.1) SERVE A LA CARTE STYLE MEAL	42.1

TABLE 2. GRADUATE UTILIZATION ON SURVEYED JOB TASKS (continuted)

No. Who Responded to Task	Task No.	Task Statement	Percent Utilized
145	64	(G100) (16.0) SERVE FAMILY STYLE MEAL	42.0
143	77	(H19) WASH/RINSE DISHES/FLATWARE/ GLASSWARE, ETC.	39.1
143	76	(F10) CHECK SCULLERY/DISHWASHER FOR PROPER TEMPERATURE, SOAP, ETC.	37.7

TABLE 3. SELECTION OF "DON'T DO" REASON CODES* BY DIFFERENT GROUPS OF RESPONDENTS

GROUP/ SUBGROUP	NUMBER INTERVIEWED	PERCENT SELECTION				
		A	B	C	D	NO CODE
Shore	52	37.9	26.3	2.9	17.2	15.7
Sea	93	38.0	21.6	9.2	13.3	17.9
EDF	136	37.9	22.8	5.8	15.5	18.0
PM	9	39.2	29.1	7.7	10.5	13.4
BEQ/BOQ (COMSTOR)	2	37.1	20.9	4.2	19.2	18.6
San Diego	48	46.7	24.2	7.7	11.4	10.0
Norfolk	17	39.1	24.6	15.0	19.8	1.5
All School	65	44.8	24.6	10.0	12.9	7.6
Orlando	25	42.2	44.9	2.5	8.2	2.1
West Fleet	19	16.4	6.2	2.0	28.2	47.2
East Fleet	38	38.2	14.1	6.4	14.5	26.7
All Fleet	82	34.1	23.6	3.4	15.6	23.3
Total	147	37.8	23.5	6.1	15.9	16.7

* Reason Codes used were:

A. Task not done on my ship/station/aircraft
B. Task not expected of someone in recent graduate's rate or level of experience
C. Task expected of recent graduates but average graduate unable to perform
D. Not sufficient time for recent graduate to have been assigned to this task.

TABLE 4. MS JOB TASKS RANKED IN ORDER OF REPORTED DIFFICULTY OF ACCOMPLISHMENT

"N"	Task No.	Task Statement	Percent Do With Difficulty
92	46	(G64) DETERMINE APPROPRIATE (1.1.1.2) INGREDIENT SUBSTITUTIONS	68.4
63	34	(G68/69) PREPARE YEAST RAISED (11.0) DOUGH PRODUCTS	66.6
124	14	(G34) PREPARE GRAVIES (4.0)	62.0
123	15	(G35) PREPARE SAUCES (4.0)	60.9
121	42	(G106) CONVERT RECIPES TO DETERMINE (1.1.1.2.3) AMOUNT OF FOOD TO BE PREPARED AT A MEAL IN ACCORDANCE WITH GALLEY PREPARATION WORKSHEET (1090)	53.3
114	43	(G62) ADJUST THE YIELD OF RECIPE (1.1.1.2) CARDS	53.0
120	61	(G83) CARVE MEATS (1.0)	52.1
127	56	(G1) DETERMINE IF FOOD IS SUFFI- (1.1.1.5.1) CIENTLY COOKED	51.1
65	35	(G10) PREPARE COOKIES (12.0)	49.2
74	73	(F16) INSPECT FOOD/EQUIPMENT FOR (1.1.1.3.8) CONTAMINATION	45.9
63	36	(G14) PREPARE PIES (13.0)	44.4
136	16	(G57) PREPARE STARCH PRODUCTS (5.0) (SUCH AS POTATOES, RICE, MACARONI)	43.7
124	9	(G28) STEW MEAT/SEAFOOD/POULTRY (1.2.1/2.0/3.0)	43.5
115	22	(G58/G36) PREPARE DRY DEHYDRATED (6.4) FOODS	43.4

TABLE 4. MS JOB TASKS RANKED IN ORDER OF REPORTED DIFFICULTY OF ACCOMPLISHMENT (continued)

"N"	Task No.	Task Statement	Percent Do With Difficulty
54	76	CHECK SCULLERY/DISHWASHER FOR PROPER TEMPERATURE, SOAP, ETC.	42.5
133	45	PREPARE INGREDIENTS (MEASURE/ WEIGH/RECONSTITUTE/MIX, ETC.)	41.6
66	74	CONDUCT SANITATION PREINSPECTIONS	40.0
112	55	PROCESS DRESSINGS FOR MEAT/SEAFOOD/ POULTRY	36.6
125	62	GARNISH/SEASON FOOD	36.0
126	3	ROAST MEAT/POULTRY	35.7
102	37	PREPARE QUICK BREADS (PANCAKES, BISCUITS, COFFEE CAKE, ETC.)	35.2
91	28	PREPARE COOKED SALAD	35.1
115	58	PREPARE GARNISHES	35.0
120	8	BARBECUE MEAT/SEAFOOD/POULTRY	35.0
121	6	SIMMER MEAT/SEAFOOD/POULTRY	34.7
92	40	PREPARE PUDDINGS AND CUSTARDS	33.6
123	44	PORTION INDIVIDUAL SERVINGS	33.6
125	49	CLEAN/SANITIZE FOOD PREPARATION AND SERVING LINE AREAS/EQUIPMENT	32.8
110	5	OVEN-FRY MEAT/SEAFOOD/POULTRY	31.8
117	7	SAUTE MEAT/SEAFOOD/POULTRY	31.6
122	4	BAKE MEAT/SEAFOOD/POULTRY	31.1
108	11	BROIL MEAT/SEAFOOD/POULTRY	30.5
139	1	DEEP FAT FRY MEAT/SEAFOOD/POULTRY	30.4
83	72	CHECK SERVING TEMPERATURE OF FOOD/BEVERAGE	30.1

TABLE 4. MS JOB TASKS RANKED IN ORDER OF REPORTED DIFFICULTY OF ACCOMPLISHMENT (continued)

"N"	Task No.	Task Statement	Percent Do With Difficulty
128	50	CLEAN/REFILL DEEP FAT FRYER	29.9
72	13	TENDERIZE MEAT	29.1
91	29	PREPARE MEAT/SEAFOOD/POULTRY SALAD	28.5
101	30	PREPARE GELATIN SALAD	27.6
60	69	PREPARE SEATING ARRANGEMENTS	26.6
138	26	PREPARE FROZEN FOODS	26.2
135	12	FRY MEAT/SEAFOOD/POULTRY	26.1
126	18	DEEP FAT FRY VEGETABLES	25.6
130	54	PREPARE MEAT/SEAFOOD/POULTRY FOR COOKING	24.6
116	10	BRAISE MEAT/SEAFOOD/POULTRY	24.1
105	81	DEFROST/CLEAN/SANITIZE FREEZERS/ REFRIGERATORS/REEFERS	24.0
125	41	OBTAIN RECIPE CARD FOR SELECTED PRODUCT	23.3
56	77	WASH/RINSE DISHES/FLATWARE/ GLASSWARE, ETC.	23.2
139	2	GRILL MEAT/SEAFOOD/POULTRY	23.1
61	31	PREPARE SALAD DRESSING	22.9
106	38	PREPARE GELATIN DESSERTS	22.6
133	17	SIMMER VEGETABLES/FRUITS	21.9
119	21	STEW VEGETABLES	21.8
138	33	PREPARE EGGS	21.8

TABLE 4. MS JOB TASKS RANKED IN ORDER OF REPORTED DIFFICULTY OF ACCOMPLISHMENT (continued)

"N"	Task No.	Task Statement	Percent Do With Difficulty
137	47	OPERATE ELECTRICALLY CONTROLLED FOOD PREPARATION EQUIPMENT	21.3
128	32	PREPARE SOUPS	21.0
68	70	SET UP DINING TABLE	20.5
68	75	SECURE WARDROOM AFTER MEAL	20.5
59	67	SERVE A LA CARTE STYLE MEAL	20.3
116	71	SET UP SERVING LINE	20.0
132	20	SAUTE VEGETABLES	18.9
71	53	CLEAN/SANITIZE GARBAGE RECEPTACLES	18.3
111	19	STEAM VEGETABLES	18.1
61	64	SERVE FAMILY STYLE MEAL	16.3
106	27	PREPARE FRESH SALAD	16.0
110	83	QUALIFY/REQUALIFY FOR FOOD HANDLERS CERTIFICATE	14.5
132	48	OPERATE NONELECTRICALLY CONTROLLED FOOD PREPARATION EQUIPMENT/UTENSILS	14.5
71	66	SERVE AMERICAN STYLE MEAL	14.2
93	51	BREW COFFEE/TEA/COCOA	14.1
86	60	SET UP SALAD BAR	13.9
86	23	BAKE VEGETABLES/FRUITS	13.9
102	39	PREPARE FRUIT DESSERTS	13.8
80	25	OVEN FRY VEGETABLES	13.7
132	52	LOAD/UNLOAD OVENS	11.3
99	24	GRILL VEGETABLES	11.1

TABLE 4. MS JOB TASKS RANKED IN ORDER OF REPORTED DIFFICULTY OF ACCOMPLISHMENT (continued)

"N"	Task No.	Task Statement	Percent Do With Difficulty
64	68	SERVE BUFFET STYLE MEAL	10.9
107	65	SERVE CAFETERIA STYLE MEAL	10.2
127	78	SWAB DECKS	7.9
68	82	POLISH/WAX DECKS	5.9
186	63	FILL BEVERAGE DISPENSERS	5.8
105	59	PREPARE JUICES	4.8
132	79	SWEEP DECKS	4.5
107	80	DISPOSE OF GARBAGE AND TRASH	3.7
121	57	PREPARE SANDWICHES	1.6

TABLE 5. SELECTION OF "DO WITH DIFFICULTY" REASON CODES*

GROUP/ SUBGROUP	NUMBER INTERVIEWED	PERCENT SELECTION							
		A	B	C	D	E	F	G	NO CODE
Shore	52	21.6	26.9	18.6	4.1	10	1.3	16.7	.8
Sea	93	31.4	23.3	17.2	3.7	8.6	3.6	11.9	.2
EDF	136	26.1	26.0	18.0	3.6	9.3	3.0	13.4	.5
PM	9	32.3	12.0	17.4	6.2	10.4	4.2	17.3	.1
BEQ/BOQ (COMSTOR)	2	11.1	23.3	23.3	12.2	21.1	3.2	4.4	3.2
San Diego	48	27.8	26.9	17.2	4.4	9.5	3.2	10.9	.1
Norfolk	17	39.7	11.9	17.8	2.7	7.4	1.8	17.8	.9
All School	65	30.6	23.2	17.4	4.0	9.0	2.8	12.7	.3
Orlando	25	22.8	24.8	20.6	2.5	7.8	1.0	20.2	.3
West Fleet	19	31.1	44.3	9.8	0	1.6	0	1.6	11.5
East Fleet	38	25.1	26.6	16.0	5.7	11.8	4.8	9.9	0
All Fleet	82	24.2	26.2	18.2	3.8	9.3	2.6	15.0	.7
Total	147	27.6	24.7	17.7	3.8	9.1	2.7	13.8	.5

*Reason Codes used were:

A. Graduate has inadequate/incomplete understanding of the job or task
B. Not well grounded in theory
C. Quality of finished product not up to standards of AFRS
D. Doesn't know which tools or equipment to use
E. Doesn't know how to use tools or equipment properly
F. Lack of proper galley equipment to accomplish task
G. Doesn't know how to use technical manuals/publications/recipes and other written references properly.

COMMENTS. During the structured interviews, explanations/comments were solicited from the respondents about why each task was difficult to perform or why a particular task(s) was not done at all. Also, the last page of the feedback survey instrument requested general comments and suggestions for changes to the "A" School curriculum. Over 2,400 comments were made concerning individual tasks. NAVEDTRACOM respondents provided an average of 14.6 comments per task compared to an average of 14.4 for fleet respondents. Two hundred and thirty-six general comments were also made. No attempt was made to perform definitive content analyses of comments for this report. The general tone, however, indicated a lack of satisfaction with graduates' preparedness for the job. A complete listing of all comments was transmitted to the MS School for its use.

TECHNICAL REVIEW OF DATA

As mentioned previously, the feedback data obtained from the interviews were summarized and submitted to the MS School for critical review. Five SMEs (3 instructors: 2 MSC, 1 MS1) and 2 members of the curriculum development team (1 MSCS and 1 MS2) reviewed the data. The review considered two areas: instrument effectiveness and relevance of data.

INSTRUMENT EFFECTIVENESS. Table 6 summarizes SME opinions regarding the usefulness of the interview data for curriculum review. The values in the table (percentages) are based on the opinions expressed by the five reviewers about the data for 82 job tasks of the MS rating. The data for one task (No. 67, serve a la carte style meal) were inadvertently omitted from the package sent to the SERVSCOLCOM for SME review.

TABLE 6. INSTRUMENT EFFECTIVENESS RATINGS

	NOT HELPFUL	OF SOME HELP	VERY HELPFUL	NO RESPONSE
Usefulness of "Do With Ease," "Don't Do" and "Do With Difficulty" figures	7.8%	87.8%	3.2%	1.2%
Usefulness of Reason Codes and figures	15.1%	81.7%	2.0%	1.2%
Usefulness of Comments (clear, precise, etc.)	31.5%	62.4%	4.9%	1.2%
Overall Usefulness of Data	8.5%	88.1%	2.2%	1.2%

Information concerning SME ratings of data usefulness for each specific task is given in table 7. The numbers within the cells identify the specific tasks (see appendix B) falling within each category. Category assignments were made on the basis of a simple majority selection (i.e., 3 of 5 SMEs agreed). The total number of tasks in each category is given in the small box in the upper left corner.

RELEVANCE OF DATA. Table 8 shows how each individual SME reviewer regarded the data in terms of its relevance to identifying training problems and where he thought remediation of the problem should be addressed. The columns identify each reviewer (by number). The rows list the training tasks evaluated. A letter or number entry in a cell shows both that a rater thought a "problem" was indicated by the data and also where he thought the problem should be addressed. The letter entries should be interpreted as follows:

"A" - address the problem in "A" School
"W" - the problem is related to improper utilization of personnel by the Watch Captain
"O" - address the problem in on-the-job training (OJT)
"R" - the problem is related to rotation of personnel
"X" - the reviewer indicated that a problem existed but did not suggest a location for its remediation.

Task numbers marked with an asterisk (*) indicate that the majority of the reviewers (at least 3 of 5) felt a problem did exist. It is not totally clear, however, how these data should be interpreted or acted upon. In only one instance (task 22, reviewer 5) was an opinion expressed that the school should, or could, participate in the remediation of job performance difficulties experienced by graduates in the fleet. In all other instances, the reviewers assigned responsibility to the fleet for correction of whatever problems "A" School graduates may have on the job.

TABLE 7. INSTRUMENT EFFECTIVENESS RATINGS FOR EACH TASK

	TASKS RATED NOT HELPFUL	TASKS RATED OF SOME HELP	TASKS RATED VERY HELPFUL	NO MAJORITY LESS THAN 3 OF 5
Usefulness of 3 Category Selections	0	82* 1,2,3,4,5,6,7,8,9,10,11,12,13,14, 15,16,17,18,19,20,21,22,23,24,25, 26,27,28,29,30,31,32,33,34,35,36, 37,38,39,40,41,42,43,44,45,46,47, 48,49,50,51,52,53,54,55,56,57,58, 59,60,61,62,63,64,65,66,68,69,70, 71,72,73,74,75,76,77,78,79,80,81, 82,83	0	0
Usefulness of Reason Codes	1 14	79 1,2,3,4,5,7,8,9,10,11,12,13,15,16, 17,18,19,20,21,22,23,24,25,26,27, 28,29,30,31,32,33,34,35,36,37,38, 39,40,41,42,43,44,45,46,48,49,50, 51,52,53,54,55,56,57,58,59,60,61, 62,63,64,65,66,68,69,70,71,72,73, 74,75,76,77,78,79,80,81,82,83	0	2 6,47
Usefulness of Comments	8 14,29,30,31, 33,49,52,53	65 2,5,7,10,11,12,13,16,17,18,19,20, 21,23,24,25,26,27,28,32,34,35,36, 37,38,39,40,41,42,43,44,45,46,48, 50,51,54,55,56,57,58,59,60,61,62, 63,64,65,66,68,69,70,71,72,73,74, 75,76,77,78,79,80,81,82,83	2 1,4	7 3,6,8,9,15,22,47
Overall Usefulness of Data	0	81 1,2,3,4,5,7,8,9,10,11,12,13,14,15, 16,17,18,19,20,21,22,23,24,25,26, 27,28,29,30,31,32,33,34,35,36,37, 38,39,40,41,42,43,44,45,46,47,48, 49,50,51,52,53,54,55,56,57,58,59, 60,61,62,63,64,65,66,68,69,70,71, 72,73,74,75,76,77,78,79,80,81,82,83	0	1 6

*Task No. 67 was omitted from the reviewer package.

TABLE 8. REVIEWER TRAINING PROBLEMS IDENTIFICATION AND RECOMMENDED DISPOSTION

TASK NO.	REVIEWER					TASK NO.	REVIEWER					TASK NO.	REVIEWER				
	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
1.*	-	0	0	0	-	31.	-	0	-	0	-	61.*	-	0	0	0	W
2.*	-	0	0	0	-	32.*	-	0	0	0	-	62.*	0	0	0	0	W
3.*	-	0	0	X	W	33.*	-	0	0	0	W	63.	-	-	0	-	-
4.*	0	0	0	X	W	34.*	-	0	0	OR	W	64.	-	-	0	0	-
5.*	0	0	0	X	W	35.*	0	0	0	OR	W	65.	-	-	0	OR	-
6.	-	0	0	-	W	36.*	0	0	0	0	W	66.	-	-	0	OR	-
7.*	0	0	0	X	W	37.*	0	0	0	0	W	67.	omitted from review				
8.*	-	0	0	0	W	38.	-	-	0	0	W	68.*	-	0	0	OR	-
9.*	0	0	0	0	W	39.	-	-	0	OR	W	69.*	-	0	0	OR	-
10.*	0	0	0	OR	W	40.*	-	0	0	OR	W	70.*	-	0	0	OR	-
11.*	-	0	0	OR	W	41.	-	-	0	0	W	71.	-	-	0	0	-
12.*	0	0	0	OR	W	42.*	-	0	0	0	W	72.*	-	0	0	0	-
13.*	-	0	0	OR	W	43.*	-	0	0	0	W	73.*	-	0	0	0	-
14.*	-	0	0	X	W	44.*	-	0	0	0	W	74.*	-	0	0	0	-
15.*	-	0	0	OR	W	45.*	-	0	0	0	W	75.*	-	0	0	0	-
16.*	-	0	0	OR	W	46.*	-	0	0	0	W	76.*	-	0	0	0	-
17.*	X	0	0	OR	W	47.*	0	0	0	0	W	77.*	-	0	0	0	-
18.*	-	0	0	OR	W	48.*	0	-	0	0	-	78.	-	-	0	0	-
19.*	-	0	0	OR	W	49.	-	-	0	0	W	79.	-	-	-	X	-
20.*	-	0	0	OR	W	50.	-	-	0	0	W	80.	-	-	-	X	-
21.*	-	0	0	OR	W	51.	-	-	0	0	W	81.	0	-	-	0	-
22.*	0	0	0	OR	A	52.	-	-	0	0	-	82.	-	-	-	-	-
23.*	-	0	0	0	-	53.	-	-	0	0	-	83.	-	-	0	-	-
24.*	-	0	0	OR	-	54.*	-	0	0	0	-						
25.*	-	0	0	0	-	55.*	-	0	0	0	-						
26.*	-	0	0	OR	W	56.*	-	0	0	0	W						
27.*	-	0	0	0	-	57.	-	-	0	-	-						
28.*	-	0	0	0	W	58.*	-	0	0	0	W						
29.*	X	0	0	0	W	59.	-	-	0	0	-						
30.*	-	0	0	0	W	60.	-	-	0	OR	-						

RESULTS OF CORRELATIONAL ANALYSES

Table 9 shows the correlations obtained between the percent utilization and percent difficulty values for different feedback groups. All correlations shown in the table are significant.

TABLE 9. CORRELATIONS BETWEEN GRADUATE UTILIZATION AND PERFORMANCE DIFFICULTY DATA FOR DIFFERENT FEEDBACK GROUPS*

GROUPS	PERCENT UTILIZATION	PERCENT DIFFICULTY
Fleet Versus School	.91	.87
Sea Versus Shore	.88	.86
EDF Versus PM	.31	.51
East Coast Versus West Coast	.76	.42

* Value of r needed for significance at the .05 level for 81 df is .22

SECTION IV

DISCUSSION

This section provides observations and comments concerning interpretation and use of the feedback data obtained from the interviews conducted with MS personnel. The usefulness for curriculum review of data generated by the interview method is also discussed. In addition, information is provided concerning interpretation and implications of the correlational analyses performed to assess the equivalence or comparability, of data obtained from different groups of MS personnel. The final portion of the discussion is devoted to presentation of an exploratory technique for classifying training feedback data on the basis of two variables equally important to decisions about training resource use.

FEEDBACK DATA

Observations concerning graduate utilization and task performance difficulty data as they relate to the issues of relevancy of school training and identification of training problems are presented below.

RELEVANCY OF SCHOOL TRAINING. Interviewees reported significant utilization of recent "A" School graduates to perform tasks for which the "A" School had provided training (see table 2). The range was from a high of 96.5 percent utilization to a low of 37.7 percent utilization with a median of 77.2 percent. This finding suggests that, overall, the training provided by the school, as reflected in the tasks surveyed, is highly relevant to the job that graduates do in the fleet.

TRAINING PROBLEM IDENTIFICATION. Data showing the ease/difficulty with which MS "A" School graduates performed the 83 job tasks were presented in table 4. Eight tasks were identified by 50 percent or more of the respondents as being difficult for the recent "A" School graduate to perform. These certainly indicate possible instances of undertraining since they are performed with difficulty by one-half of the graduates in the field. An additional 34 tasks received difficulty values between 25 and 50 percent. Thus, one out of every four school graduates has difficulty performing approximately 50 percent (i.e., 42 of 83) of the school-trained tasks evaluated by the interviewees. Consideration should be given to examining these tasks/topics to determine the desirability/need for training improvement. Comments provided by interviewees (see appendix D) for these tasks suggest specific areas where improvements should be directed.

It must be cautioned that judgment is required in deciding from the type of data collected during this program which tasks may, in fact, be undertrained and thus, represent "training problems." One criterion that can be used to aid the judgmental process is the percentage of interviewees who reported that graduates perform a given task with difficulty. For example, if a significant percentage of the interviewees (e.g., 20 to 30 percent) judge graduate performance as "deficient," a fair conclusion would be that school training for the operational performance of these tasks should be examined with a view towards making necessary adjustments to the instructional process. However, additional information about the task and performance conditions is

usually necessary before concluding that a training problem does exist.

USEFULNESS OF DATA

Tables 6 and 7 presented the MS School SMEs' opinions about the usefulness for curriculum review of the data generated by the interview method used during the program. Table 8 presented their opinions regarding the value of the data for identifying possible training problems.

Overall, the SMEs felt that the data were of "some help" for curriculum review purposes. The comments made by interviewees were judged to be least helpful (31.5 percent selected "not helpful") of all the features of the data. Admittedly, there was considerable variation in the technical content, details provided, and clarity of the comments. These deficiencies should probably be attributed to the relative inexperience of some of the interviewers, however, rather than to any inherent defects of the interview method. As experience is gained with interviewing procedures, interviewers usually become much more skillful in extracting relevant, detailed information and stating the obtained information in more clear and concise terms.

In their review of the data, the SMEs' identified 58 possible training problems vis-a-vis the 42 potential problems shown by the difficulty value data (table 4). However, the SMEs felt that remediation efforts for these tasks were not within the province of the "A" School. The consensus was that whatever problems existed should be corrected by OJT and/or through better fleet utilization of graduates. The individual SME judgments for the tasks are shown in table 8 of section III.

COMPARABILITY OF FEEDBACK DATA

The results of the correlational analyses performed to assess the equivalence, or comparability, of feedback data from MSs in various assignment categories are discussed below for four categories of respondents. These are:

- fleet versus NAVEDTRACOM duty
- sea versus shore station duty
- enlisted dining facility (EDF) versus private mess (PM) assignment
- East Coast versus West Coast fleet assignment.

FLEET VERSUS NAVEDTRACOM. Examination of the background data collected on respondents (see appendix N) shows that MSs interviewed in the NAVEDTRACOM setting were comparable to those interviewed in the fleet with respect to length and type of experience and opportunity to observe the job performance of MS "A" School graduates. Because of this and also because of the recency of the fleet experience of the NAVEDTRACOM respondents, one would expect on a logical basis that feedback data given by them would be substantially the same as that given by a corresponding MS group still serving in operational fleet billets. However, concerns have been expressed in the past that despite background similarities, personnel attached to the NAVEDTRACOM may not express

the same kind of opinions about training as personnel still on fleet duty. This assertion was tested by correlating the utilization data and performance difficulty data obtained from different sources. The correlation coefficients obtained are shown in table 9.

The correlation between graduate utilization proportions reported by fleet MS petty officers and those reported by petty officers attending NAVEDTRACOM IT and "C" Schools ($r = .91$) clearly indicates that each source provides equivalent information. Thus, either source could be accessed to collect training feedback data of this nature. Similarly, the high correlation ($r = .87$) between fleet-reported performance difficulty proportions and school source reports of performance difficulty indicates that this type of data could also be collected from either source. Thus, in the case of MSs, data obtained from advanced students within the NAVEDTRACOM can substitute for data from fleet sources. It must be pointed out, however, that there may be relatively small numbers of advanced students (who have observed "A" School graduate performance) available within the NAVEDTRACOM at any given point in time. Consequently, feedback from fleet personnel will probably still be desirable.

SEA VERSUS SHORE. High positive correlations were also obtained for utilization ($r = .88$) and performance difficulty values ($r = .86$) between sea and shore respondents. These correlations indicate that data obtained from either the sea or shore source should lead to the same conclusions about training. In this instance the high correlation coefficients can also be interpreted to mean that graduates assigned to sea billets are utilized in quite similar ways and exhibit similar patterns of performance difficulties as those assigned to shore billets. No attempt was made to ascertain from the data whether significant differences in graduate utilization or performance difficulty patterns (frequency or nature of difficulties reported) existed between the sea/shore subgroups on specific tasks. Determination of these differences was not a concern of this program. However, data contained in appendices H and I can be used for making such determinations.

EDF VERSUS PM. Table 9 also shows moderate but significant correlations between utilization ($r = .31$) and performance difficulty ($r = .51$) patterns between graduates assigned to enlisted dining facilities (EDF) and private messes (PM). However, these data (correlations) are based on a highly disparate number of cases in each group (136 for EDF and 9 for PM). Consequently, they should be interpreted cautiously as only suggestive and not as showing definitive relationships.

EAST COAST VERSUS WEST COAST. The correlation coefficients presented in table 9 for utilization values ($r = .76$) and for performance difficulty values ($r = .42$) obtained for East Coast fleet activities versus West Coast fleet activities should also be interpreted cautiously. The San Diego NFMT conducted 19 interviews, but 13 of these were with relatively recent school graduates rather than with their supervisors or more experienced personnel.

On a logical basis there is little reason to believe that graduates of a common curriculum assigned to East Coast fleet activities instead of West Coast fleet activities (or conversely) should differ in the way they are utilized by the "different" fleets or in the patterns of job performance

difficulties they exhibit. It is assumed that the same jobs are done by graduates using essentially the same equipment and materials in both cases. The notion of similarity in graduate job task utilization patterns between the two fleets is supported by the substantial correlation (r = .76) between the two fleets' responses on this variable. Also, there is some precedent for believing that equivalent frequency data reflecting how often a task is done--by extension, whether it's done at all (Hall, Denton, Zajkowski (1978))--can be obtained from either "A" School graduates or from their supervisors.

The correlation between the two fleets on the performance difficulty dimension (r = .42) shows a moderate, but significant, relationship suggesting a tendency for the graduates to exhibit similar patterns of task performance difficulties in either fleet. The performance difficulty proportions given by West Coast respondents, mostly recent graduates, were substantially lower (average over the 83 tasks of .09 or 9 percent reporting difficulty) than those reported by East Coast respondents who were all higher rated observers of graduates. For the East Coast group the mean difficulty value assigned was 28 percent. This suggests that the recent graduates may not be as aware of their performance limitations as are more senior observers of the graduates.

MATRIX METHOD OF DATA ASSESSMENT

As mentioned previously, the feedback information obtained from the interviews resulted in identification of a number of MS job tasks as possibly "undertrained." This identification was based on the single dimension (variable) of performance adequacy as reflected by the ease/difficulty with which graduates perform tasks. In many instances, it may not be possible to correct within available resources all areas of "undertraining" that are revealed by feedback data. In such cases it may be desirable to identify those areas of deficiency most in need of training attention. Also, within a circumscribed resource system, it may be desirable to identify training areas from which resources can be diverted to correct deficiencies. One technique that can be used for achieving these goals involves determining and assessing the relationship(s) between variables that are equally important to decisions about training. For example, knowledge of relationships between how well individuals can perform a task(s) on the job and how important it is that they be able to perform it can be used to aid significantly decisions about how to use training resources.

A matrix method was developed by TAEG for assessing the interview data. The method is based on suggestions made by Siegel, Schultz, and Federman (1961). Determining undertrained/overtrained tasks involves relating ratings of graduates' adequacy of performance to estimates of the relative importance of specific tasks to the accomplishment of the job. A basic assumption underlying use of the method is that highly critical tasks should be trained to a high level of proficiency while less proficiency can be tolerated on less critical tasks. Tasks that are performed poorly in relation to their importance are assumed to be undertrained. Tasks which are performed well on the job but which are relatively unimportant are assumed to be overtrained.

Application of the method requires the assignment of performance adequacy indexes (values) and importance or "criticality" indexes to the various job tasks. Performance adequacy indexes assigned were based on the percent of

respondents reporting that the graduates in their work centers did a task with ease. The assumption was made that the respondents' judgments were valid indications of adequacy of graduate performance on the job. "Criticality" indexes assigned were based on degree of graduate utilization on each task. (These data were given in table 2.) The assumption was made that this would be a useful measure of criticality. It is acknowledged that graduate utilization to perform tasks may not hold as a valid indicator of criticality in all situations. Those tasks for which there are important consequences of first-performance-failure (e.g., emergencies) may be just one instance of overriding consideration. Utilization frequency, as a measure of criticality, however, still may provide an important contribution to making cost effective decisions about the expenditure of training resources.

The assignment of performance adequacy indexes was based on the following rationales:

High	A high value was assigned if three-fourths or more of the respondents indicated graduates did a task with ease. It is assumed that there is no significant performance problem.
Low	A low value was assigned if less than half of the respondents indicated graduates performed a task with ease. It is assumed that graduate performance is inadequate for tasks in this category.
Moderate	A moderate value was assigned arbitrarily for any tasks rated between high and low.

The assignment of criticality indexes was based on the following graduate utilization considerations:

High	A high criticality value was assigned if three-fourths or more of the respondents reported that recent graduates were employed at a particular task. It is assumed that it is highly necessary that appropriate training be provided at the school.
Low	A low criticality value was assigned if less than half of the respondents indicated graduates were employed at the task. It is assumed that these tasks are the least critical for formal training and, consequently, that with limited time and personnel resources they could be considered as candidates for a reduction of training attention.
Moderate	A moderate value was assigned arbitrarily for any tasks rated between high and low.

Tasks falling within each level of criticality and adequacy were identified. These are shown in the cells of the matrix in figure 2. The matrix shows five

CRITICALITY

PERFORMANCE ADEQUACY	HIGH	MODERATE	LOW
HIGH	2,10,17,19,20,21, 32,33,41,47,48,52, 54,57,71,78,79,83 Optimal Training	23,24,25,27,38,39 51,59,60,63,65,80, 81 Moderate Overtraining	31.53,64,66 67,68,70,75, 77,82 Significant Overtraining
MODERATE	1,3,4,5,6,7,8, 9,11,12,16,18, 22,26,44,45,49, 50,55,58,62 Moderate Under-training	13,28,29,30,37,40, 72,73 Optimal Training	35,36,69,74, 76 Moderate Overtraining
LOW	14,15,42,43 56,61 Significant Under-training	46 Moderate Under-training	34 Optimal Training

N = 83

Figure 2. MS Training Effectiveness Matrix

categories of "training effectiveness":

- significant undertraining
- moderate undertraining
- optimal training
- moderate overtraining
- significant overtraining.

Tasks falling into the optimal training cells reflect the principle that when the performance index value matches the criticality index value the task has been optimally trained. When the performance adequacy index is higher than the criticality index, some overtraining may have occurred. When the performance index is lower than the criticality index, undertraining may have occurred.

Thus, the matrix method classifies 28 tasks as being significantly or moderately undertrained and 28 as being significantly or moderately overtrained. Additional information should be gathered on all 56 tasks to determine if adjustments could/should be made to the curriculum using these data.

SECTION V

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Feedback data concerning MS "A" School training were collected from MS personnel attending IT and "C" level courses within the NAVEDTRACOM and from MSs serving in fleet billets. A structured interview procedure was developed and evaluated for use in collecting feedback data. All data collected were reviewed by five school SMEs. Data collected from different groups of MSs were compared to determine their equivalence. Results reported and discussed in the body of the report support conclusions concerning school training relevancy and adequacy, utility of the method used, and comparability of feedback data from different groups of MSs. The relevant conclusions are given below.

SCHOOL TRAINING. Analysis of data from 147 interviews conducted with MSs assigned to NAVEDTRACOM (65) and fleet (82) billets support the following conclusions:

1. MS "A" School training, as reflected by the 83 job tasks evaluated, appears to be highly relevant to graduate operational job assignments.

2. Seventy-five percent of the interviewees reported "A" School graduates required additional training over and beyond the normal break-in period before they could meet minimum fleet job requirements. Food preparation tasks required most of the additional training.

3. The interview data revealed that one-half (42 of 83) of the school-trained tasks evaluated are performed with difficulty by at least 1 of every 4 graduates.

USEFULNESS OF DATA/METHOD. The following conclusions are offered concerning the usefulness of the interview method used for collecting feedback data:

1. The consensus of SMEs who reviewed the feedback data obtained from the interviews was that the data were helpful for curriculum review. The SMEs considered several features of the data plus the more than 2,600 comments made by interviewees. The quality, clarity, and technical content of the comments were, however, judged to be somewhat limited in providing specific guidance for curriculum changes.

2. SMEs who reviewed the data identified 58 job tasks as representing possible training problems. Training for the remediation of performance difficulties, however, was not considered to be within the province of the "A" School. The SMEs felt performance difficulties should/could be corrected through OJT or by better fleet utilization of the "A" School graduates.

3. Overall, the study demonstrated that the interview procedure requiring approximately 1 hour for completion can be used successfully to collect valuable feedback information. The procedure can be used equally well in the NAVEDTRACOM or fleet environment. However, better training of

interviewers to improve the quality, technical content and clarity of comments is needed.

COMPARABILITY OF DATA. Correlational analyses performed to assess the equivalence or comparability of data from different groups of MSs lead to the following conclusions:

1. MSs attending advanced courses within the NAVEDTRACOM (N=65) provided feedback information equivalent to that given by MSs serving in fleet billets (N=82).

2. Feedback from MSs representing shore assignments (N=52) was equivalent to feedback obtained from MSs representing sea assignments (N=93). In addition, the patterns of utilization of graduates and task performance difficulties were highly similar for sea versus shore duty.

The above two conclusions permit the generalization that feedback information gathered from NAVEDTRACOM or fleet sources should lead to essentially the same conclusions about school training. This generalization also applies to data obtained from sea versus shore units. Note, however, that these conclusions are specific to the MS rating and to the methods and procedures used here for data collection.

3. Correlational analysis also supported the conclusion that graduates assigned to East Coast fleet units are utilized on the job in much the same way as graduates assigned to West Coast fleet units. Although patterns of graduate job task performance difficulties are similar for the two fleets, the data suggest that recent graduates may tend to underestimate the difficulties they have on the job.

RECOMMENDATIONS

To provide a continuing flow of feedback information, it is recommended that the structured interview procedure be continued at the SERVSCOLCOM. For best results, prospective interviewers should receive training in interviewing techniques. Interviews should be conducted during or shortly after student check-in. Because of the relatively small numbers of qualified respondents available at any one time within the SERVSCOLCOM, interviews should be conducted over a fairly extended period of time to insure a sufficient data base for making reliable conclusions about training. Feedback data obtained from interviews can be a valuable adjunct to other Annual Course Review information.

It is further recommended that the interview procedure reported here be used for systematic collection of data whenever other sources of feedback (e.g., results of NAVEDTRACOM Level II training appraisal surveys) reveal instances of inadequate school training. The procedure is well-suited for determining specifically <u>why</u> training was considered inadequate.

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APPENDIX A

BACKGROUND DATA SHEETS

This appendix contains copies of forms used to collect background data on MS petty officers attending schools within the NAVEDTRACOM and from MSs serving in fleet billets (Form E-W).

MS

BACKGROUND DATA

1. NAME_____ RATE_____ NEC_____

2. TIME IN SERVICE (ACTIVE DUTY) IN YEARS _____

3. COURSE ATTENDING _____

4. LOCATION: SAN DIEGO ____, GREAT LAKES ____, NORFOLK ____, OTHER _____
(NAME)

5. WHAT WAS YOUR PREVIOUS DUTY STATION? a. SEA DUTY _____ SHORE DUTY _____
b. ENLISTED DINING FACILITY ____, PRIVATE MESS ____, OTHER _____

6. IF YOU CAME FROM SHORE DUTY, WHERE WERE YOU STATIONED? _____

7. IF YOU CAME FROM SEA DUTY, WHAT SHIP CLASS (TYPE) WERE YOU ASSIGNED TO? ____

8. WHAT WAS YOUR PRIMARY BILLET TITLE? _____

9. WILL YOU BE REPORTING TO A NEW DUTY STATION AFTER IT/"C" SCHOOL? YES _____
NO ____

10. IN THE LAST TWELVE MONTHS, HAVE YOU HAD AN OPPORTUNITY TO OBSERVE AND EVALUATE RECENT GRADUATES OF MESS MANAGEMENT CLASS "A" SCHOOL? (DO NOT CONSIDER STRIKERS)

YES _____ NO_____ DON'T KNOW ____

IF YOU ANSWERED "YES" TO THE PREVIOUS QUESTION, PLEASE ANSWER THE FOLLOWING QUESTIONS. IF YOU DID NOT ANSWER "YES", STOP AND DISCUSS YOUR ANSWER WITH THE INTERVIEWER.

11. HOW MANY PEOPLE DID YOU OBSERVE AND EVALUATE? _____
(Number)
FOR HOW LONG? _____
(Number of Months)

12. WHERE DID THEY WORK? ENLISTED DINING FACILITY _____, PRIVATE MESS_____,
BEQ/BOQ _____, OR OTHER _____
(CHECK AS MANY AS APPROPRIATE)

13. AFTER REPORTING ABOARD WHAT WAS THE AVERAGE DELAY EXPERIENCED BY THE TYPICAL CLASS "A" SCHOOL GRADUATE BEFORE BEING ASSIGNED TO WORK IN HIS/HER RATING?

_____.

14. DID THE "A" SCHOOL GRADUATES REQUIRE ADDITIONAL TRAINING OVER AND BEYOND THE NORMAL BREAK-IN IN ORDER TO MEET MINIMUM JOB REQUIREMENTS (PERFORMANCE NOT ADVANCEMENT)? YES_____, NO_____.

15. IF YES, IN WHAT AREA WAS IT MOST OFTEN REQUIRED?:
a. FOOD PREPARATION ____, b. FOOD SERVING ____, c. BEQ/BOQ MANAGEMENT _____,
d. OTHER _____

(MS)

BACKGROUND DATA - FORM E-W

1. RATE_____ NEC _____

2. TIME IN SERVICE (ACTIVE DUTY) IN YEARS _____

3. WHAT IS YOUR CURRENT DUTY? a. SEA DUTY _____ b. SHORE DUTY _____

4. IF YOU ARE ON SEA DUTY, WHAT SHIP CLASS (TYPE) ARE YOU ASSIGNED TO? _____

5. IF YOU ARE ON SHORE DUTY, WHERE ARE YOU STATIONED? _____

6. HOW LONG HAVE YOU BEEN AT THIS STATION? _____MONTHS

7. WHAT IS YOUR PRIMARY BILLET TITLE? _____

8. WHERE DO YOU WORK: a. ENLISTED DINING FACILITY ____ b. PRIVATE MESS __
   c. OTHER _____.

9. IN THE LAST TWELVE MONTHS, HAVE YOU HAD AN OPPORTUNITY TO OBSERVE AND EVALUATE RECENT GRADUATES OF MESS MANAGEMENT CLASS "A" SCHOOL? (DO NOT CONSIDER STRIKERS)

   YES _____ NO _____ DON'T KNOW _____

   IF YOU ANSWERED "YES" TO THE PREVIOUS QUESTION, PLEASE ANSWER THE FOLLOWING QUESTIONS. IF YOU DID NOT ANSWER "YES", STOP AND DISCUSS YOUR ANSWER WITH THE INTERVIEWER.

10. HOW MANY PEOPLE DID YOU OBSERVE AND EVALUATE? _____
    (Number)

    FOR HOW LONG? _____
    (Number of Months)

11. WHERE DO/DID THEY WORK? ENLISTED DINING FACILITY _____, PRIVATE MESS____,
    BEQ/BOQ _____, OR OTHER _____
    (CHECK AS MANY AS APPROPRIATE)

12. DID THE "A" SCHOOL GRADUATES REQUIRE ADDITIONAL TRAINING OVER AND BEYOND THE NORMAL BREAK-IN IN ORDER TO MEET MINIMUM JOB REQUIREMENTS (PERFORMANCE NOT ADVANCEMENT)? YES _____, NO _____

13. IF YES, IN WHAT AREA WAS IT MOST OFTEN REQUIRED?:

    a. FOOD PREPARATION ____, b. FOOD SERVING _____, c. BEQ/BOQ MANAGEMENT ___

    d. OTHER _____

APPENDIX B

LIST OF JOB TASKS EVALUATED BY MSs

This appendix lists the 83 specific job tasks which were rated by the MS petty officers. The task number is posted in the left column. The alphanumerics in parentheses refer to the Navy Occupational Task Analysis Program Survey (1975) task designations. Numbers in parentheses to the right of the alphanumerics cross reference MS "A" School curriculum objectives.

SPECIFIC TASKS RATED BY MSs

1.	(G27)(1.3/2.0/3.0)	DEEP FAT FRY MEAT/SEAFOOD/POULTRY
2.	(G29)(1.3/3.0/7.0)	GRILL MEAT/SEAFOOD/POULTRY
3.	(G22)(1.1)	ROAST MEAT/POULTRY
4.	(G23)(1.1/2.0/3.0)	BAKE MEAT/SEAFOOD/POULTRY
5.	(G25)(1.3/2.0/3.0)	OVEN-FRY MEAT/SEAFOOD/POULTRY
6.	(G26)(1.2/2.0/3.0)	SIMMER MEAT/SEAFOOD/POULTRY
7.	(G30)(1.2/1.0/3.0)	SAUTE MEAT/SEAFOOD/POULTRY
8.	(G24)(1.2.2/2.0/3.0)	BARBECUE MEAT/SEAFOOD/POULTRY
9.	(G28)(1.2.1/2.0/3.0)	STEW MEAT/SEAFOOD/POULTRY
10.	(G32)(1.1/2.0/3.0)	BRAISE MEAT/SEAFOOD/POULTRY
11.	(G31)(1.1/2.0/3.0)	BROIL MEAT/SEAFOOD/POULTRY
12.	(G21)(1.3/2.0/3.0)	FRY MEAT/SEAFOOD/POULTRY
13.	(G107)(1.0)	TENDERIZE MEAT
14.	(G34)(4.0)	PREPARE GRAVIES
15.	(G35)(4.0)	PREPARE SAUCES
16.	(G57)(5.0)	PREPARE STARCH PRODUCTS (SUCH AS POTATOES, RICE, MACARONI)
17.	(G40/G36)(6.0)	SIMMER VEGETABLES/FRUITS
18.	(G42/G36)(6.0)	DEEP FAT FRY VEGETABLES
19.	(G41/G36)	STEAM VEGETABLES
20.	(G44/G36)(6.0)	SAUTE VEGETABLES
21.	(G39/G36)(6.0)	STEW VEGETABLES
22.	(G58/G36)(6.4)	PREPARE DRY DEHYDRATED FOODS
23.	(G37/G36)(6.0)	BAKE VEGETABLES/FRUITS
24.	(G43/G36)(6.0)	GRILL VEGETABLES
25.	(G38/G36)(6.0)	OVEN FRY VEGETABLES

26.	(G74/G36)(6.2)	PREPARE FROZEN FOODS
27.	(G45)(7.1)	PREPARE FRESH SALAD
28.	(G45)(7.2)	PREPARE COOKED SALAD
29.	(G47)(7.1/7.2)	PREPARE MEAT/SEAFOOD/POULTRY SALAD
30.	(G46)(7.3)	PREPARE GELATIN SALAD
31.	(G49)(8.0)	PREPARE SALAD DRESSING
32.	(G50)(9.0)	PREPARE SOUPS
33.	(G59)(10.0)	PREPARE EGGS
34.	(G68/G9)(11.0)	PREPARE YEAST RAISED DOUGH PRODUCTS
35.	(G10)(12.0)	PREPARE COOKIES
36.	(G14)(13.0)	PREPARE PIES
37.	(G71/G7)(14.0)	PREPARE QUICK BREADS (PANCAKES, BISCUITS, COFFEE CAKE, ETC.)
38.	(G53)	PREPARE GELATIN DESSERTS
39.	(G54)	PREPARE FRUIT DESSERTS
40.	(G52)	PREPARE PUDDINGS AND CUSTARDS
41.	(G106)(1.1.1.1)	OBTAIN RECIPE CARD FOR SELECTED PRODUCT
42.	(G106)(1.1.1.2.3)	CONVERT RECIPES TO DETERMINE AMOUNT OF FOOD TO BE PREPARED AT A MEAL IN ACCORDANCE WITH GALLEY PREPARATION WORKSHEET (1090)
43.	(G62)(1.1.1.2)	ADJUST THE YIELD OF RECIPE CARDS
44.	(G92)	PORTION INDIVIDUAL SERVINGS
45.	(G66)(1.1.3.2/3)	PREPARE INGREDIENTS (MEASURE/WEIGH/RECONSTITUTE/MIX, ETC.)
46.	(G64)(1.1.1.2)	DETERMINE APPROPRIATE INGREDIENT SUBSTITUTIONS
47.	(G87)(1.1.1.4.2/6)	OPERATE ELECTRICALLY CONTROLLED FOOD PREPARATION EQUIPMENT
48.	(G88)(1.1.1.4.2/6)	OPERATE NON-ELECTRICALLY CONTROLLED FOOD PREPARATION EQUIPMENT/UTENSILS

49.	(F2/F4)(1.1.1.3.7)	CLEAN/SANITIZE FOOD PREPARATION AND SERVING LINE AREAS/EQUIPMENT
50.	(F9)(1.1.1.4.2)	CLEAN/REFILL DEEP FAT FRYER
51.	(G55)	BREW COFFEE/TEA/COCOA
52.	(G2)(1.1.1.4.2)	LOAD/UNLOAD OVENS
53.	(F7)(1.1.1.3.8)	CLEAN/SANITIZE GARBAGE RECEPTACLES
54.	(G17-20)(1/2/3)	PREPARE MEAT/SEAFOOD/POULTRY FOR COOKING
55.	(G33)	PROCESS DRESSINGS FOR MEAT/SEAFOOD/POULTRY
56.	(G1)(1.1.1.5.1)	DETERMINE IF FOOD IS SUFFICIENTLY COOKED
57.	(G72)	PREPARE SANDWICHES
58.	(G78)	PREPARE GARNISHES
59.	(G56)	PREPARE JUICES
60.	(H9)	SET UP SALAD BAR
61.	(G83)(1.0)	CARVE MEATS
62.	(G79)	GARNISH/SEASON FOOD
63.	(G90)	FILL BEVERAGE DISPENSERS
64.	(G100)(16.0)	SERVE FAMILY STYLE MEAL
65.	(G98)	SERVE CAFETERIA STYLE MEAL
66.	(G102)(15.2)	SERVE AMERICAN STYLE MEAL
67.	(G94)(15.1)	SERVE A LA CARTE STYLE MEAL
68.	(G99)(18.0)	SERVE BUFFET STYLE MEAL
69.	(H12)(15.2.2.1.1)	PREPARE SEATING ARRANGEMENTS
70.	(H11)(15.1.1.4.2)	SET UP DINING TABLE
71.	(H7)	SET UP SERVING LINE
72.	(G82)	CHECK SERVING TEMPERATURE OF FOOD/BEVERAGE
73.	(F16)(1.1.1.3.8)	INSPECT FOOD/EQUIPMENT FOR CONTAMINATION
74.	(P22)	CONDUCT SANITATION PRE-INSPECTIONS

75.	(15.1.3)	SECURE WARDROOM AFTER MEAL
76.	(F10)	CHECK SCULLERY/DISHWASHER FOR PROPER TEMPERATURE, SOAP, ETC.
77.	(H19)	WASH RINSE DISHES/FLATWARE/GLASSWARE, ETC.
78.	(H30)	SWAB DECKS
79.	(H29)	SWEEP DECKS
80.	(F6)(1.1.1.3.8)	DISPOSE OF GARBAGE AND TRASH
81.	(F5)	DEFROST/CLEAN/SANITIZE FREEZERS/REFRIGERATORS/ REEFERS
82.	(H26)	POLISH/WAX DECKS
83.	(F1)	QUALIFY/REQUALIFY FOR FOOD HANDLERS CERTIFICATE

APPENDIX C

INTERVIEW INSTRUCTIONS

This appendix contains the instructions written for conducting interviews This includes preinterview guidance for the CISO, interview background guidance, and directions to be read to the interviewee.

PREINTERVIEW GUIDANCE FOR CISO

INTRODUCTION AND PURPOSE OF PROJECT

The purpose of this effort is to obtain firsthand information from personnel newly arrived from fleet units who had occasion to observe and evaluate recent graduates of their respective "A" schools.

ESSENTIAL STEPS

1. Coordinate with "IT" school or designated "C" school to insure selected personnel arriving for the school report for participation in this project.

2. When the person reports to you, read the following information to him/her. (This will explain the purpose of the project and what is expected of the student.)

> The purpose of this project is to obtain information on how effectively "A" schools are meeting the needs of the fleet. The way we are doing this is to interview persons like yourself who have observed or supervised recent graduates from the "A" school after they reported to the fleet. Because of your unique experience your input is the best source of information available for this purpose. Any data reported will be grouped in tables. Individual names will not be used. Your thoughtful and accurate answers are needed.

4. Check the sheet for completeness and release from the study all students who have not had the opportunity to observe and evaluate recent "A" school graduates. (Discuss any "Don't Know" responses and attempt to categorize "Yes" or "No" if possible; e.g., 6-year obligors and NEC holders may have had additional training beyond "A" school. Respondents should complete the survey referring to individuals who have completed only an "A" school.)

5. Retain completed Background Data sheets for all individuals (even those from persons not interviewed).

6. Schedule an interview for all students who have observed and evaluated graduates of their respective "A" school. Instruct them to complete Part A of the Feedback Data form prior to beginning the interview session. Mark the interview time and your name on the cover sheet of the Feedback Data Form.

7. Go over the instructions for Part A of the Feedback Data form with the individual to be sure he understands what is required.

INTERVIEW BACKGROUND GUIDANCE

Because this is a pilot program, it is necessary to establish procedures for future use and to evaluate the program and its administration. In addition to obtaining the data requested by the Feedback Data form, record interviewee's time to complete Part A and time to conduct the interview, Part B.

Maintain a record of the following general information:

1. Data relevant to any factors which affect the interview process; e.g., disruptions, attitudes, and policies.

2. Any conclusions or recommendations based on your observations for improving feedback collection procedures.

GENERAL INFORMATION ABOUT THE INTERVIEW

1. Insure only one interview is scheduled at a time. Be sure to have a private area available for your use. The Interviewing Package should contain the following:

- Directions to Be Read to the Interviewee
- Feedback Data form (with cover sheet)
- Two copies of Reason Codes (one for you and one for interviewee).

2. When you receive the Feedback Data form from the student, review Part A quickly to be sure a category has been selected for each task. You will fill in Part B as you conduct the interview. Have the interviewee select a reason code from the "Don't Do Category." After the appropriate code is selected, ask for and record the specific information that prompted the selection. If none of the codes are applicable, write the reason in the space provided. If more space is needed, write on the back of the page with the identifying task number. Go through all of the "Don't Do" tasks first. Then go back to the tasks identified as "Do With Difficulty." Again, ask the respondent to select an appropriate reason code. Obtain additional information as to why it is difficult. These data are the most important of the survey. Be as thorough as possible.

For those tasks checked "Do With Ease," ask the interviewee if there are any tasks which he would like to discuss or explain. (Consider here correct "A" school curriculum emphasis, possible instances of overtraining, and areas of elimination from the curriculum.)

3. Complete the interview using the last page of the Feedback Data form. This page requests the interviewee to consider tasks which are <u>not</u> taught in "A" school, but should be taught there. It also asks for tasks the student has had to learn on the job, specifically tasks that cannot be performed because they were not learned in "A" school, and for which training is not available on the job.

4. When you conduct the interview, follow the "Directions to be Read to the Interviewee." This will help to insure standardization of the procedures which is important in interpreting the data.

Record the time it took to conduct the interview.

Thank the student for his/her time and effort.

DIRECTIONS TO BE READ TO THE INTERVIEWEE

DURING THIS INTERVIEW, I WILL GO OVER YOUR RESPONSES TO THE TASK STATEMENTS WITH YOU AND ASK YOU TO PROVIDE MORE INFORMATION ABOUT THE ABILITY OF "A" SCHOOL GRADUATES TO PERFORM JOB TASKS.

FOR THOSE TASK STATEMENTS YOU MARKED "DON'T DO," I WILL READ EACH STATEMENT THUS MARKED. I WOULD LIKE YOU TO EXAMINE THE "DON'T DO" SECTION OF THE REASON CODE SHEET. AFTER I READ EACH ITEM, PICK THE REASON (OR REASONS) THAT BEST DESCRIBE WHY YOU ANSWERED "DON'T DO" TO THAT ITEM. IF NONE OF THE CODES ARE APPLICABLE, TELL ME THE REASON WHY YOU MARKED THE ITEM THAT WAY. (Ask for amplification of the coded answer; be specific.) (Work through all the "Don't Do's." When finished, read the material below to the interviewee.)

NOW LET'S PROCEED TO THE "DO WITH DIFFICULTY" ITEMS. AFTER I READ EACH ITEM, DO THE SAME THING YOU JUST DID, BUT PICK YOUR CODES FROM THE "DO WITH DIFFICULTY" SECTION. (Ask for amplification of the coded answer; be specific.) (After finishing the "Do With Difficulty" list, discuss the "Do With Ease" items.)

DO YOU HAVE ANY GENERAL COMMENTS ABOUT THE "DO WITH EASE" ITEMS? FOR EXAMPLE, HOW WELL IS THE SCHOOL TEACHING THEM? ARE THERE ANY THAT MAY REPRESENT INSTANCES OF OVERTRAINING OR WOULD YOU RECOMMEND DROPPING ANY OF THEM FROM THE SCHOOL CURRICULUM? (Record his/her answers.)

(Complete the interview by going to the last page of the Feedback Data form. Ask the interviewee for any further suggestions or recommendations.)

(Thank the interviewee for his/her cooperation and effort in completing this interview.)

PRESENTATION OF DATA WORKSHEET

APPENDIX D

PRESENTATION OF DATA WORKSHEETS FOR THE 83 MS JOB TASKS EVALUATED

All respondent opinions (N=147) are compiled on these presentation of data worksheets. One worksheet was prepared for each task. The task number and statement are provided on the top line. The number of times a task was categorized as "Do With Ease," "Do With Difficulty," or "Don't Do" is given. The number of reason codes selected is provided in an appropriate box identified by a letter and connected to either the "Do With Difficulty" or "Don't Do" categories.

Finally, the comments offered by the respondents are summarized in a list at the bottom of each page. These are presented verbatim. The slash marks indicate the total number of times a particular remark/comment was made. Comments made by NAVEDTRACOM respondents are presented first. The dash (-) in the list of comments indicates that all remaining comments on a page were made by fleet respondents.

PRESENTATION OF DATA WORKSHEET

TASK: # 1 DEEP FAT FRY MEAT, SEAFOOD, POULTRY

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	7	96	42

REASON CODES

A	B	C	D	E	F	G	other			
10	8	14	0	11	4	4				

A	B	C	D	other
2	2	0	2	1

Not observed - 2

REMARKS:

- Watch captains do task, don't trust a graduate.
- Graduate lacks attention to task (basically immature)
- Graduate lacks experience and lacks speed ///
- Equipment is not operational //
- Graduate does not understand importance of time and temperature when cooking.
- Usually burns food.
- Lacks confidence ///
- Unable to read recipe cards.
- Unfamiliar with shipboard equipments and procedures.//
- Need more OJT at school.
- Not familiar with proper deep fat fryer procedures, safety switches.
- Food sometimes not cooked completely, does not follow recipe cards //
- Fails to follow worksheet completely.
- Food over/undercooked //
- Lacks knowledge.
- Timing is off - food never gets golden brown.
- Lack of space and small deep fat fryer on SS contributes to his difficulties.
- This is easy to do and it should be eliminated in the curriculum and learned OJT.
- Graduate unable to judge when product properly cooked.
- Lacks experience and judgement.
- Unfamiliar with equipment and its use //
- Graduate doesn't understand deep fat recovery time between batches.
- Practice is needed so that progressive cookery will be up to standard.
- Needs more training on correct temperatures i.e. what over/undercooking does to product.

PRESENTATION OF DATA WORKSHEET

TASK: # 2 GRILL MEAT, SEAFOOD, POULTRY

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	106	32	8

REASON CODES

A	B	C	D	E	F	G	other			
8	10	10	1	4	2	0	0			

A	B	C	D	other
1	0	1	3	3

Not observed - 1

REMARKS:

. Lack experience and speed
. Don't understand importance of cleaning grill between runs to ensure proper taste of food, and proper operation of grill
. Don't know how to use grill
. Have not developed a system for getting grilling done
. Cannot cook meat to order (rare, medium...)
. Uneven heat on grill
. Do not know proper temperature can't tell when product done
. Tries to prepare product without use of recipe card-gets confused then asks for help
. Don't know how to determine proper doneness//
. Lacks knowledge
. Needs more training
. Overcook the product
. Don't know what temperatures different meats should be grilled (at).
. Need more experience on meat
- This is easy to do and it should be eliminated in the curriculum in school and learned OJT
. Graduate never saw a grill that big before, doesn't understand job
. Graduate too slow
. Most graduates are not well versed in this and can't remember rules about grilling meat
. Overcook grill meats, don't follow recipe cards

PRESENTATION OF DATA WORKSHEET

TASK: # 3 ROAST MEAT/POULTRY

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	81	45	19

A	B	C	D	E	F	G	other			
16	11	10	1	3	3	6	0			

REASON CODES

A	B	C	D	other
3	6	2	6	3

Not observed - 2

REMARKS:

- Doesn't know right procedure - overcooks
- Doesn't know how to place meat and the time to allow for proper heat diffusion
- Don't use meat thermometer - do not understand temperature use in determining doneness of product
- Tend to over/undercook
- Don't know how to use oven
- Lack experience //
- Can't tell doneness of meat, don't know how to use meat thermometer///
- Doesn't know how to use tools and equipment properly
- Requires constant supervision
- Ovens don't work properly
- Don't understand cooking time and temperature //
- Doesn't know what finished product should look like
- Follows recipe, but particularly with chicken doesn't check for proper doneness
- Does not understand progressive preparation
- Doesn't really understand what roasting means
- Needs more training
- Not used to operation of convection ovens
- Need more experience in the subject
- Important. Need to pay more attention to time to cook according to AFRS
- Watch captains are assigning petty officers to that kind of task
- Lack experience and judgment //
- Uses improper procedures
- Have some trouble with doneness of meat
- Have some problems with differing sizes of meat
- I feel they have not been able to use large batches so as to learn from experience in area before leaving school
- The difficulty is in knowing when poultry is done. Don't watch time of cooking with large quantities. (Must rotate pans to cook through) Do okay with meat.
- Tend to overcook some meats and undercook other types. Don't understand the difference in the types of meat - beef, lamb, veal and pork.

PRESENTATION OF DATA WORKSHEET

TASK: # 4 BAKE MEAT/SEAFOOD/POULTRY

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	84	38	23

A	B	C	D	E	F	G	other			
12	13	12	0	3	2	8	0			

REASON CODES

A	B	C	D	other
2	8	3	6	4

Not observed - 2

REMARKS:

. Graduate has no initiative to do job
. Graduate doesn't know how to place meats to allow for proper heat diffusion
. Don't know how to read recipe cards
. Inexperienced must have supervision//
. Unfamiliar with shipboard equipment
. Require constant supervision
. Don't check product to see if it is done with a thermometer
. Ovens don't work properly
. Don't relate time and temperature
. Don't understand cooking theory
. Products are not properly cooked, can't distinguish the different types of rareness.
. Does not understand progressive preparation
. Doesn't understand what baking means
. Needs more training
. Not used to convection oven
. Baked meat/poultry fairly well but had trouble being able to tell when fish is sufficiently cooked without being overcooked
. Need close supervision
- Never been assigned to the galley until the present time //
. Unable to judge when properly cooked //
. Lack experience and judgment //
. Use improper procedures
. Not familiar with how to lay meat in pans for large quantities in mass production
. Ovens are not calibrated
. Seafood and poultry are overcooked
. Have difficulty knowing when poultry is done
. Don't understand criticalness of poultry or seafood, bake meat okay.
. Don't know the internal temperature of meat when done. Have trouble understanding AFRS (was not taught that in school)

PRESENTATION OF DATA WORKSHEET

TASK: # 5 OVEN-FRY MEAT/SEAFOOD/POULTRY

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	75	35	35

A	B	C	D	E	F	G	other			
9	12	7	1	6	3	3	0			

REASON CODES

A	B	C	D	other
16	8	2	5	5

Not observed - 2

REMARKS:

. Command doesn't do //////
. Equipment is not operational //
. Graduates use wrong utensils- safety hazard
. Either over/undercook
. Students are unfamiliar with shipboard equipment and procedures
. Lack concern to do the job properly
. Need more OJT at school
. Requires constant supervision //
. Don't check product to see if it is done (with thermometer)
. Galley is not fully outfitted
. Graduates use improper temperatures
. Usually forget ingredients to add before baking. Lack confidence in their ability
. Lacks knowledge
. Doesn't understand what roasting means
. Inexperienced in this task
- Lacks experience and judgment //
. Seldom done //
. When using a continuous fryer, they set in wrong timing (food over/undercooked)
. Graduate has trouble distinguishing doneness of product
. Don't use proper amount of fat in cooking (too much)
. Galley work sheets don't call for this type of food preparation
. Graduates are too hurried to get food on the line - have a problem with time
. Confuse term oven-frying with deep fat frying
. Tend to overcrowd pans in ovens.

PRESENTATION OF DATA WORKSHEET

TASK: # 6 SIMMER MEAT/SEAFOOD/POULTRY

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	79	42	23

A	B	C	D	E	F	G	other			
14	17	10	1	3	3	4	0			

REASON CODES

A	B	C	D	other
4	7	3	7	3

Not observed - 3

REMARKS:

. Graduate confuses instructions
. Galley is old, thermostats inoperable - graduate doesn't understand boil versus simmer
. Lack of experience //
. Graduate is not careful to watch over process
. Unable to breakdown recipe cards
. Do not follow recipe cards without supervision //
. Done by petty officer due to graduates lack of experience///
. Don't know how to tell when product is done
. Problem is mostly with seafood/poultry
. Unfamiliar with shipboard procedure
. Don't know what "simmer" is
. Don't know internal temperatures of cooked meat
- Never been assigned to galley up to present //
. Never been assigned as copperman
. Lacks experience and judgment ///
. Cannot distinguish between "boil" and "simmer"////
. Unable to use recipe cards properly
. Graduate won't stay there to adjust steam valve once temperature is reached
. Trainee does not know meaning of simmer. Use coppers which don't have temperature indicator of cooking temperature
. Responsibility assigned with supervision close at hand
. I feel theory is not put to use in large amount so as to help people better understand the why of these theories and importance
. Most of the time graduate boils, which causes him to have to add more liquid
. Not enough training on kettles
. A problem with larger amounts of cooking
. Tend to confuse term simmer (190°F-210°F) with braise (185°F-210°F) Both have liquid just below boiling point
. Get carried away with boiling. Galley equipment functions improperly contributes to the situation

PRESENTATION OF DATA WORKSHEET

TASK: # 7 SAUTE MEAT/SEAFOOD/POULTRY

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	80	37	27

A	B	C	D	E	F	G	other			
9	16	12	2	4	1	4	1			

REASON CODES

A	B	C	D	other
8	6	3	5	6

Not observed - 3

REMARKS:

. Tends to confuse instructions
. Graduate cannot tell when product is done
. Equipment is not operational
. Don't know what a sauteed product is supposed to look/taste like
. Not properly trained in school//
. Would do okay after 45 days OJT
. Don't follow recipe cards without supervision//
. Not done by striker because of inexperience//
. Doesn't follow recipe - uses too much fat rather than sauteing
. Usually over/undercooked
. They think they have to cook it completely in one spot not finish it someplace else
. Tend to overcook - don't watch timing//
- Student needs more time in learning theory and application of the subject matter by actual demonstration
. Never been assigned to this task//
. Lack experience and judgment//
. Use improper procedures
. Use equipment improperly
. Product improperly cooked
. Don't understand term saute, usually overcook or burn
. Has trouble searing different pieces of meat and fish
. Don't know what equipment to use - copper, grill, oven
. Student needs more time in learning theory and applications of the subject matter by actual demonstration
* Have not done task enough to be familiar with it
. Problem is with larger amounts of cooking
. More training is needed in this area

* self report of a MSSN

PRESENTATION OF DATA WORKSHEET

TASK: # 8 BARBECUE MEAT/SEAFOOD/POULTRY

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	78	42	25

A	B	C	D	E	F	G	other			
13	12	14	1	2	2	9	0			

REASON CODES

A	B	C	D	other
4	8	3	7	4

Not observed - 2

REMARKS:

- Graduate confused the instructions
- If there is more preparation than opening a can - can't complete in allotted time
- Cannot tell when product is done - do not realize that tomato based sauces burn quickly
- Do not understand basting techniques and the fact that barbecue sauces burn easily //
- Graduates do okay after 45 days
- Not adequately trained in task
- Cannot adjust recipe cards for proper quantity
- Do not follow recipe cards
- Do not weigh and measure ingredients
- Overcook meat and tend to burn
- Not done by strikers because of inexperience//
- Lack knowledge, don't understand recipe card
- Have difficulty with the BBQ sauce //
- Don't follow worksheet instruction
- Cannot adjust same recipe and do not understand recipe card on galley sheet
- Don't fully understand cooking theory
- Know how to use recipe card but don't follow it
- Not used to large quantity cooking
- Have small spaces and limited time which makes it difficult

PRESENTATION OF DATA WORKSHEET

TASK: # 9 STEW MEAT/SEAFOOD/POULTRY

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	70	54	20

A	B	C	D	E	F	G	other			
17	14	19	0	2	2	10	0			

REASON CODES

A	B	C	D	other
4	5	3	6	3

Not observed - 3

REMARKS:

- Graduate confused the instructions.
- If there is more preparation than opening a can - can't complete in allotted time
- Do not care about finished product
- Don't know how to use recipe conversion //
- Do not know what "stew" means
- Graduates do okay after 45 days
- Graduate not up to par on temperature readings
- Do not follow recipe cards //
- Confuse term dice (proper size for preparation)
- Usually overcook the vegetables
- Stews are always overcooked
- Do not take time with product
- Do not know when product is done ///
- Do not understand meaning of different types of cookery
- Usually undercook, when meat is brown they think its done //
- Stew doesn't taste good
- Never assigned to the galley up to the present time //
- Lack knowledge of the basic subject matter //
- Lacks experience and judgement ///
- Use equipment improperly
- Do not follow recipe card - throw raw meat in without first braising before adding liquid
- Has trouble with following and understanding steps in recipes //
- Tends to overcook meat and poultry
- Do not stew meats for tenderness
- Job assigned with supervisor close at hand
- Using electric range instead of steam kettles, this requires more time than allowed on the recipe cards
- Mostly overcook since leave it and come back too late - inattentive
- Have some problem with overcooking since there is no temperature indicator on coppers to give temperatures

PRESENTATION OF DATA WORKSHEET

TASK: # 10 BRAISE MEAT/SEAFOOD/POULTRY

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	88	28	29

A	B	C	D	E	F	G	other			
4	11	9	1	1	0	2	0			

REASON CODES

A	B	C	D	other
6	9	2	9	4

Not Observed - 2

REMARKS:

- Do not know definition of braise //
- Do okay after 45 days
- Don't follow recipe cards
- Lack concern about product
- Do not understand terms of AFRS
- Usually cannot differentiate braising from broiling
- Doesn't know or understand terminology
- Not done by striker because of inexperience
- Do not understand meanings of different types of cookery
- Usually undercook
- Don't understand terms stew and braise //
- Never assigned to the galley up to the present time
- Lack knowledge of the basic subject matter //
- Lack experience and judgement
- Job assigned with supervisor close at hand
- Using an electric range instead of steam kettles and this requires more time than allowed on recipe cards
- Following recipe cards is a task for the student
- Confuse terms braise and simmer

PRESENTATION OF DATA WORKSHEET

TASK: # 11 BROIL MEAT/SEAFOOD/POULTRY

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	75	33	36

A	B	C	D	E	F	G	other			
11	13	4	2	4	3	2	0			

REASON CODES

A	B	C	D	other
13	10	1	7	6

Not observed - 3

REMARKS:

- Do not use proper temperature
- Not qualified to perform task. Don't use equipment properly
- Graduates do okay after 45 days
- Usually cannot differentiate braising from broiling
- Need more time on the job in broiling
- Get confused between broiling and roasting
- Not done by striker because of inexperience
- Can not tell when product is done
- Ovens don't heat properly
- Do not understand meanings of different types of cookery
- Doesn't understand broiling
- Doesn't understand the proper procedure for broiling
- Lack knowledge of the basic subject matter
- Lack experience and judgement //
- Do not have a broiler ///
- Not taught this equipment
- Don't know when product is done
- Difficulty is with the equipment
- Do not understand when product is done, overcook or undercook
- Job assigned with supervisor close at hand
- Only broiling done is "griddle broiling" which is only performed by experienced personnel
- Have big walk-in ovens: AFRS times are not good for large quantities. Have problems transferring equipment ovens (rotating, bank, walk-in, rolling)
- Needs training on how to cook more than one item during a meal
- Has a problem with larger quantities
- Overcrowd pans
- Confuse terms broil with boil

PRESENTATION OF DATA WORKSHEET

TASK: # 12 FRY MEAT/SEAFOOD/POULTRY

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	99	35	11

A	B	C	D	E	F	G	other			
8	10	8	1	8	3	1	0			

A	B	C	D	other
2	1	1	4	3

REASON CODES

Not observed - 2

REMARKS:

- Graduates lack attention to detail
- Do not watch temperatures carefully //
- Safety measures often are not observed
- Unsure of what finished product should look like
- The grill heats unevenly
- Graduate uses too high a temperature and wrong timing
- Usually undercook or overcook
- Can't distinguish among different doneness of meat
- Graduate doesn't know theory
- Doesn't follow instructions on recipe cards
- Lacks confidence//
- He has full knowledge of how to perform the job because of civilian training
- Graduate is unfamiliar with the equipment
- Lacks experience and judgement
- Doesn't understand temperature controls for cooking and equipment sometimes off.
- Confuses terms to fry and to saute - both use fat to cook in
- Job assigned with supervisor close at hand
- They have a hard time turning theory into practice in large amounts
- Have a problem with large quantities of cooking
- Does okay if explained in detail how and what equipment to use

PRESENTATION OF DATA WORKSHEET

TASK: # 13 TENDERIZE MEAT

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	51	21	71

A	B	C	D	E	F	G	other			
3	5	1	2	8	3	0	1			

REASON CODES

A	B	C	D	other
37	16	1	14	4

Not observed - 4

REMARKS:

. Graduates don't follow recipe cards
. Not done by striker because of inexperience
. Equipment is faulty
. Don't have this equipment //
. Doesn't understand term "tenderize"
. Not very familiar with different types of equipment
. Doesn't understand instructions
. Butcher does this //
. Graduate always overdoes the tenderizing
- On this ship task is assigned to petty officers
. Never been in the butcher shop
. Not done in this galley ///
. Have improper equipment //
. Don't use machine properly (blade in backer's)
. Don't turn meat 90° to insure proper work of machine
. All meat received is portion cut
. Meat being used aboard does not need tenderizing
. Don't know how to use the machine or the meaning of tenderizing
* I have not as yet had any experience in tenderizing meat

* self report of an NSSN

PRESENTATION OF DATA WORKSHEET

TASK: # 14 PREPARE GRAVIES

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	47	77	21

A	B	C	D	E	F	G	other			
24	20	29	3	3	0	11	0			

REASON CODES

A	B	C	D	other
2	8	2	9	1

Not observed - 2

REMARKS:

- Graduate has a problem with recipe conversion for large quantities
- If preparation is more than opening a can, can't do in allotted time
- Won't follow recipe card (if it didn't turn out once he changes it)
- Lacks experience ////
- Ingredients are improperly mixed due to lack of experience //
- Don't follow recipe card correctly //////
- Performed by more experienced personnel //
- Graduate doesn't properly add dry ingredients to liquid
- Problem is in mixing the roux
- Don't understand how to brown the roux //
- Thoroughly confused, don't know how to prepare //
- Not enough time spent on steam jacketed kettles
- Product is too lumpy or too thin /////
- Don't know how to cook the roux
- Large quantities blow their mind //
- Not familiar with technique
- Cannot routinely obtain proper consistency
- Can't tell difference between sauce and gravy
- Unsure of theory and what a gravy actually is //
- Doesn't know how to prepare ingredients or follow procedures
- Never been assigned to this job
- Graduate needs more experience
- Use equipment improperly
- Hurry it--dump liquid in roux instead of adding slowly ///
- Proper procedure not used - lumpy
- Most of the time graduate has difficulty with lumps and sometimes the flour has not been sufficiently cooked
- Try to break down mixture with big paddle rather than wire whisp (sic)
- More training is needed in this area
- Basic food preparation concepts are lacking
- Don't follow recipe card, use improper temperature in cooking process
- He said he was taught in class A school to mix water and flour to make gravy. Boil water and pour water and flour mixture in it.
- Try to take shortcuts, don't make roux
- Don't follow recipes AFRS, overcook and season
- Not well grounded in theory especially consistency of product.

PRESENTATION OF DATA WORKSHEET

TASK: # 15 PREPARE SAUCES

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	48	75	22

A	B	C	D	E	F	G	other			
25	18	29	3	2	0	9	0			

A	B	C	D	other
2	8	2	10	1

REASON CODES

Not observed - 2

REMARKS:

- Graduates have a problem with receipe conversions
- Won't follow recipe card ////////
- Lack experience ///////
- Graduate can't complete task in time //
- Ingredients are improperly mixed - lack experience //
- Task performed by more experienced persons ///
- Thoroughly confused, don't know how to prepare //
- Tend to cook too fast - lumpy
- Not enough time spent on steam jacketed kettles
- Can't proportion recipe for different quantities
- Cannot routinely obtain proper consistency, sometimes too thick, sometimes too thin
- Can't tell difference between sauce and gravy
- Unsure of theory and what a sauce actually is
- Usually lumpy ////
- Don't understand the cards enough to stop the lumps
- Never assigned to this job
- Graduate needs more experience
- Tries to hurry it, dumps liquid rather than add slowly
- Don't follow recipe card
- Graduates are not exposed to quality products enough at school
- Some senior men have their own way of making product (not by AFRS) and trainee sometimes gets confused as to what to do
- * I don't know the difference between sauce and gravy
- * I can't understand why too much of one ingredient isn't working or why it is
- Most of the time graduate has difficulty with lumps and sometimes the flour has not been sufficiently cooked
- Don't understand proper thickness of the product ///
- Quality of sauces after finish is lumpy, even though receipe has been followed
- Take shortcuts, don't read worksheets which may adjust recipe
- Try to break down mixture with large paddle. Have trouble getting thick enough and smooth
- Railroading

* self report by MSSN

PRESENTATION OF DATA WORKSHEET

TASK: # 16 PREPARE STARCH PRODUCTS (SUCH AS POTATOES, RICE, MACARONI)

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	76	59	8

A	B	C	D	E	F	G	other			
14	16	27	3	2	2	13	0			

A	B	C	D	other
1	3	0	3	1

REASON CODES

Not observed - 4

REMARKS:

- Graduate doesn't know method either over or undercook ///
- Have a problem with large quantities
- Won't follow recipe cards ///
- Cannot tell when product is done, generally overcook /////
- Use wrong equipment
- Normally cook them (especially noodles) without bringing water to a boil first
- Don't know how to apply recipe
- Equipment differs from school //
- Finished product is usually mushy
- Cereal products are lumpy
- Rice/macaroni stick together //
- Lacks knowledge to perform properly
- Told to follow recipe card, but like to go off on their own
- Didn't know theory well enough //
- Graduate apprehensive to go ahead on their own
- Lack experience
- Can't name the proper tools/equipment to use
- Graduate lacks experience on the job ///
- Don't follow proper procedures
- Tend to overcook //
- Won't measure liquids added per recipe card or follow procedure for serving
- Can't read instructions on cans of dehydrated food items. Men say
- they haven't seen these items before
- Always overcook potatoes, gets mushy
- Problem is mostly with foods such as noodles and not understanding that the starch should be rinsed off to prevent sticking
- Railroading
- Unable to tell when starch products are done or at proper consistency due to lack of experience in working with steam jacket kettles
- Overcook, don't understand why one shouldn't stir rice (don't follow card)
- Problems are primarily because of equipment malfunction and lack of experience in cooking starchy food

PRESENTATION OF DATA WORKSHEET

TASK: # 17 SIMMER VEGETABLES/FRUITS

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	103	29	12

A	B	C	D	E	F	G	other			
6	5	11	1	1	2	5	0			

A	B	C	D	other
4	2	2	2	2

REASON CODES

Not observed - 3

REMARKS:

- Graduate tends to overcook due to lack of experience //
- Tries to do too many jobs at one time, forgets to check vegetable
- Tends to boil rather than simmer, lacks experience with equipment
- Doesn't know difference between boiling and simmer temperatures
- Not sure of times and procedures, needs more OJT
- Does not follow the steps and procedures on AFRSs
- Lacks experience to obtain quality product
- Lacks knowledge to perform properly
- Tendency is to overcook ////
- Don't let water boil first
- Tend to overcook, won't stick around to turn steam back down after it reaches temperature
- School needs to emphasize difference between simmer and boil ///
- Has trouble following recipes and galley worksheet
- Not assigned to do task
- Equipment is not functioning properly
- Don't follow correct steps

PRESENTATION OF DATA WORKSHEET

TASK: # 18 DEEP FAT FRY VEGETABLES

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	93	32	19

A	B	C	D	E	F	G	other			
6	5	11	0	8	3	3	0			

A	B	C	D	other
11	1	0	4	3

REASON CODES

Not observed - 3

REMARKS:

. Graduates are not interested, especially eggplant or potato
. Petty officer does this
. Safety measures are not observed properly
. Not sure of time and procedures need more OJT
. Doesn't have enough input on nutrition and cooking qualities of vegetable cooking
. Tend to overcook vegetables
. Fryer not working properly
. Have a problem with temperature and timing
. Usually don't cook long enough, product is still doughy instead of crisp
. Not careful enough in using the correct amount specified in AFRSs
- Graduate is unfamiliar with equipment //
. Lacks experience
. Task is not done in this galley
. Unfamiliar with proper fat temperature, burn up
. Overload fryer
. Don't know how to operate equipment and follow written instructions properly
. Many times they have not had any experience in using the equipment or with large quantities.
* I have not deep fried any vegetables and never been shown how
. He does okay, within time he will be above average
. Need to emphasize cooking times and temperatures more

* Self report by MSSN

PRESENTATION OF DATA WORKSHEET

TASK: # 19 STEAM VEGETABLES

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	90	20	35

A	B	C	D	E	F	G	other			
2	2	6	0	10	1	3	0			

REASON CODES

A	B	C	D	other
25	1	1	3	5

Not observed - 2

REMARKS:

- Graduate lacks experience, requires constant supervision
- Don't have steamer ///// /
- Graduate not trained in proper operation of steamer //
- Overcooking is the biggest problem ///
- Have no steam equipment ///
- Lacks experience
- Steamers are not routinely used, coppers are
- Has much trouble in the operation of steamers and the proper time setting on the equipment
- All vegetables are cooked in the coppers
- Steamers are inadequate
- Tend to overcook, don't watch time, throw vegetables in then walk away
- Thinks only way to steam is in a steamer

PRESENTATION OF DATA WORKSHEET

TASK: # 20 SAUTE VEGETABLES

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	107	25	13

REASON CODES

A	B	C	D	E	F	G	other			
5	9	9	1	1	0	3	0			

A	B	C	D	other
3	2	2	4	3

Not observed - 2

REMARKS:

- Graduates have a problem with large quantities
- Lack experience, require constant supervision
- Graduates don't follow instructions on worksheets
- Can read recipe card but don't comprehend it
- Scared to go ahead on their own
- Don't use AFRS cards
- Tendency to overcook ///
- This task is usually done by the copper king who is usually rated
- Never been assigned //
- Don't know what piece of equipment to use (Wardroom uses a range, S type, EDF uses coppers 20 gallons)
- Don't follow recipe cards, burn product
- Have a problem overcooking fresh and frozen vegetables.
- Get confused when cooking large quantities
- Don't measure or weigh fat to be used
- Don't understand saute. Tend to avoid the whole process hoping it'll cook in the later phase of cooking

PRESENTATION OF DATA WORKSHEET

TASK: #21 STEW VEGETABLES

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	93	26	24

REASON CODES

A	B	C	D	E	F	G	other			
7	7	9	0	3	1	5	0			

A	B	C	D	other
7	7	3	5	3

Not observed - 4

REMARKS:

- Graduate has a problem with large quantities
- Doesn't know when product is done
- Takes shortcuts to save time
- Doesn't follow recipe cards properly ///// /
- Usually overcook vegetables, mushy product ///
- Usually done by a copper king who is rated
- Never been assigned //
- Task seldom done
- Graduate doesn't understand the cooking times of different vegetables. It takes longer to cook potatoes than celery or onions
- *Doesn't know what finished product should look like*
- After vegetables are partially cooked then combined with the stew, they turn up the fire and overcook and stir and break up the pieces
- Don't follow recipe cards

PRESENTATION OF DATA WORKSHEET

TASK: # 22 PREPARE DRY DEHYDRATED FOODS

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	65	50	30

REASON CODES

A	B	C	D	E	F	G	other			
10	16	6	1	1	0	19	1			

A	B	C	D	other
9	8	3	7	4

Not observed - 2

REMARKS:

. Student doesn't recognize product
. Doesn't follow recipe on can; need help from supervisor
. Don't follow directions correctly //
. Not familiar with reconstitution processes
. Due to inexperience, needs help following instructions on can
. Has no knowledge of dehydration process
. A fear factor in reconstitution; lacks knowledge in preparation of dehydrated foods. "A" school needs more preparation in this area
. Does not know how to reconstitute products.
. Do not use proper amount of water or allow sufficient time to reconstitute
. Does not appreciate the importance of task
. Have problems with starchy foods
. Once they reconstitute product, they don't treat it as a fresh product
. Apparently not included in the course; comes as a surprise to graduate
. Lacks knowledge
. Don't use proper rehydration procedures //
. Need greater understanding of use of dehydrated foods
- This is usually done by the copper kings, who are usually rated men
. Usually already prepared commercially
. Don't follow instructions ///
. Add too much water; don't measure and follow recipe cards
. Use fresh products, except for onions
. Has trouble weighing and measuring dry ingredients
. Graduate has a problem with this because he does not read/understand/follow directions
. Not exposed to items enough at school
. Very seldom use when ship is in port (CONUS)
. Incomplete understanding of manufacturer requirements
. (Graduate had) not seen any dehydrated foods till arrival on ship
. Does not follow recipe cards or manufacturer's instructions

PRESENTATION OF DATA WORKSHEET

TASK: # 23 BAKE VEGETABLES/FRUITS

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	74	12	56

A	B	C	D	E	F	G	other			
3	2	3	1	0	0	1	1			

A	B	C	D	other
31	7	4	8	7

REASON CODES

Not observed - 5

REMARKS:

- Petty officers do this
- No baking while in shipyard
- Lacks experience
- Not using recipe card; not conforming to procedures; lack of concern to do the job properly
- Do not follow recipe cards; do not use recipe cards properly /
- Did not use these methods
- This is usally being done by the copper king(s) who are usually rated men
- Never been assigned to work as oven man
- Not done this galley
- Not on menu due to volume of people served and time consumed in preparation
- Baked fruit assigned to baker
- * I have never baked and what little are given in A school was not enough. If we could have more baking in school it would help
- The graduates don't understand what fruits need to be baked

* self report by MSSN

PRESENTATION OF DATA WORKSHEET

TASK: # 24 GRILL VEGETABLES

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	88	11	45

A	B	C	D	E	F	G	other			
3	1	4	1	0	1	0	0			

REASON CODES

A	B	C	D	other
30	2	2	5	7

Not observed - 3

REMARKS:

- Are not following additional instructions
- Lack concern - inexperience in what finished product looks like
- Presently don't do since command is embarked (?) - will do later
- Use improper cooking oils resulting in greasy product
- Grills not functioning properly
- AFRS not used
- Don't usually cook them long enough
- Don't use these methods
- This is not usually done on our ship (or galley) ///
- Fried okra/potatoes never been on menu. Have trouble with okra and eggplant Large quantities are difficult - they get mushy
- They don't have enough knowledge to figure the right temperature of the grill.

PRESENTATION OF DATA WORKSHEET

TASK: # 25. OVEN FRY VEGETABLES

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	69	11	64

A	B	C	D	E	F	G	other			
2	2	3	1	0	1	2	0			

A	B	C	D	other
42	6	2	7	8

REASON CODES

Not observed - 3

REMARKS:

- Command in overhaul; will do when reopened
- Overcook product
- Can't tell if product is done
- Ovens not working
- Temperature and timing
- Not done in oven
- Didn't use these methods
- Not done ///// //
- Never been assigned
- This method has not been taught to Junior MS because many Senior MS are unfamiliar with it
- Emphasize correct time and temperature in regard to finished product

PRESENTATION OF DATA WORKSHEET

TASK: # 26 PREPARE FROZEN FOODS

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	101	36	8

A	B	C	D	E	F	G	other			
10	13	9	1	3	2	9	0			

REASON CODES

A	B	C	D	other
2	1	1	3	1

Not observed - 2

REMARKS:

. Normally use too much water when cooking
. Not aware of procedures for roasting meats
. Either over or under cooked; not familiar with galley equipment
. Don't know about proper thawing temperature
. Can't tell when product is done
. Prepare for a long period of time; task not done often enough; scared to do it
. Quality of finished product not up to standards
. Don't follow proper procedures
. Tendency to overcook
. Too little experience
- This should be done and be taught on the job training
. Overcook or undercook
. Lacks experience
. Seldom done
. Wouldn't follow directions on package; don't know how to regulate temperature of equipment; has trouble with equipment - steamers and coppers
. This task could be performed easily if there were proper steamers. When using coppers, much more time is sometimes needed
. Assigned to higher rated personnel
. When supposed to boil 1½ gallons/100 servings, they may put 3 gallons of water in; don't follow recipe card; have to be supervised or they tend to overcook
. Particularly have a problem determining the amount of water to use
. Product comes out mushy

PRESENTATION OF DATA WORKSHEET

TASK: # 27 PREPARE FRESH SALAD

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	89	17	37

A	B	C	D	E	F	G	other			
10	1	3	1	1	0	1	0			

REASON CODES

A	B	C	D	other
11	11	1	8	7

Not observed - 4

REMARKS:

- Graduates don't use references without constant supervision
- Don't prepare ingredients correctly, i. e. wash/chill correctly
- Sanitation is a problem //
- Graduates don't use equipment properly (vegetable chopper, potato peeler)
- Lack training and experience //
- Don't know importance of appearance of food on serving line
- Don't follow recipe card
- Graduate supervises mess attendants who perform this task, doesn't do it effectively
- Progression preparation of vegetables not followed
- Vegetable preparation done by civilians
- Never been assigned in galley //
- Not done in this galley //
- Seldom done
- Done by recruits
- Done by civilians ////
- Student needs to be exposed to more types of salads
- Mess cooks do it
- By following recipe cards to fullest, quality of some salads do not come up to standards

PRESENTATION OF DATA WORKSHEET

TASK: # 28 PREPARE COOKED SALAD

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	59	32	50

REASON CODES

A	B	C	D	E	F	G	other			
14	4	13	0	1	0	3	0			

A	B	C	D	other
23	11	0	10	7

Not observed - 6

REMARKS:

. Don't know how to use manuals/AFRS specifically terms on recipe cards
. Lack attention to task
. Lack experience ////
. Tend to overcook maraconi or potato salad
. Don't understand what finely chopped means
. Have trouble mixing ingredients
. Have problem interpreting recipe cards //
. Timing is a problem so item is ready for use with the rest of the meal i.e. potato salad is hot
. Can't tell when product is ready
. Cannot adequately make proportions for large quantities
. Don't follow recipe cards
. Quality of product is not up to par
. Task not done in EDF
- Never been assigned to this galley /////
. Seldom done
. Done in spudlocker
. Done by civilians /////
. Can't follow directions used on NAVSUP 1090
. By following recipe card to its fullest quality of some salads not up to standards
* Potato salad and macaroni salad is prepared by watch captain

* self-report by MSSN

PRESENTATION OF DATA WORKSHEET

TASK: # 29 PREPARE MEAT/SEAFOOD/POULTRY/SALAD

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	65	26	50

A	B	C	D	E	F	G	other			
9	5	7	0	2	1	2	0			

A	B	C	D	other
17	11	7	10	6

REASON CODES

Not observed - 6

REMARKS:

- Lack of experience/knowledge //
- Poor attitude
- Don't follow recipe card; can't put together to look appetizing
- Sometimes too salty or has an offensive taste
- Sanitation aspects of this area (particularly for salad) are critical. Graduate needs more experience in this area
- Don't understand recipe card conversion
- Improper interpretation of AFRS
- Afraid to thoroughly mix the ingredients
- Lacks theory
- Lack of refrigeration space on submarine
- Never been assigned in galley //
- Never been assigned to vegetable preparation
- Done by more experienced people (Petty Officers) //
- Not done this galley ////
- Need more experience
- Civilians do this ///
- Salad bar serving temperature is not correct so cannot serve this now
- Don't follow safety procedures to prevent food poisoning; mix chicken salad when too hot; fish at room temperature too long in preparation
- Has trouble with time in preparation of this type of dish
- Finished product not up to standards

PRESENTATION OF DATA WORKSHEET

TASK: # 30 PREPARE GELATIN SALAD

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	76	29	38

REASON CODES

A	B	C	D	E	F	G	other			
5	7	9	1	1	0	5	0			

A	B	C	D	other
14	5	3	9	8

Not observed - 4

REMARKS:

- Graduates don't know measurements; gelatin doesn't become firm
- Civilian does job
- Lack of experience //
- Does not follow recipe cards
- Lacks experience due to infrequent preparation
- Problems with different sizes - "chop," "mince," "dice"
- Lacking in basic reading abilities and comprehension
- Don't know certain fruits break down in jello
- The gelatin is put in freezer to set and is forgotten; usually forget to add the fruit at the proper time
- Does not use AFRS cards
- Can't follow directions
- Never been assigned in the galley //
- Never been assigned to vegetable preparation
- Not done in this galley //
- Done in spud locker
- Civilians do this //
- Wouldn't follow directions; throw in all vegetables and fruit at the same time
- Used more for decoration; not frequently done; make too liquid; Galley has designated salad men
- Has trouble measuring proper amounts of water
- It would help if they could do salads in bulk
- They don't dissolve gelatin completely

PRESENTATION OF DATA WORKSHEET

TASK: # 31 PREPARE SALAD DRESSING

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	47	14	80

A	B	C	D	E	F	G	other			
2	2	5	0	1	0	2	0			

REASON CODES

A	B	C	D	other
50	9	1	9	12

Not observed - 6

REMARKS:

- Command uses packaged - graduate doesn't follow instructions
- Civilian does job
- Use all bottled dressings //
- Problems measuring ingredients - poor quality taste and experience
- Problems with recipe conversions
- Doesn't know how to prepare <u>any</u> salad dressing
- Do not follow recipe cards //
- Standards not met
- Not enough experience
- Never been assigned in the galley //
- Never been assigned to vegetable preparation
- Commercially prepared ////////////////////
- Not done
- Civilians do this //
- Not enough experience to do a good job

AD-A079 558 TRAINING ANALYSIS AND EVALUATION GROUP (NAVY) ORLANDO FL F/G 5/9
EVALUATION OF MESS MANAGEMENT SPECIALIST (MS) 'A' SCHOOL TRAINI--ETC(U)
OCT 79 E R HALL, C F DENTON

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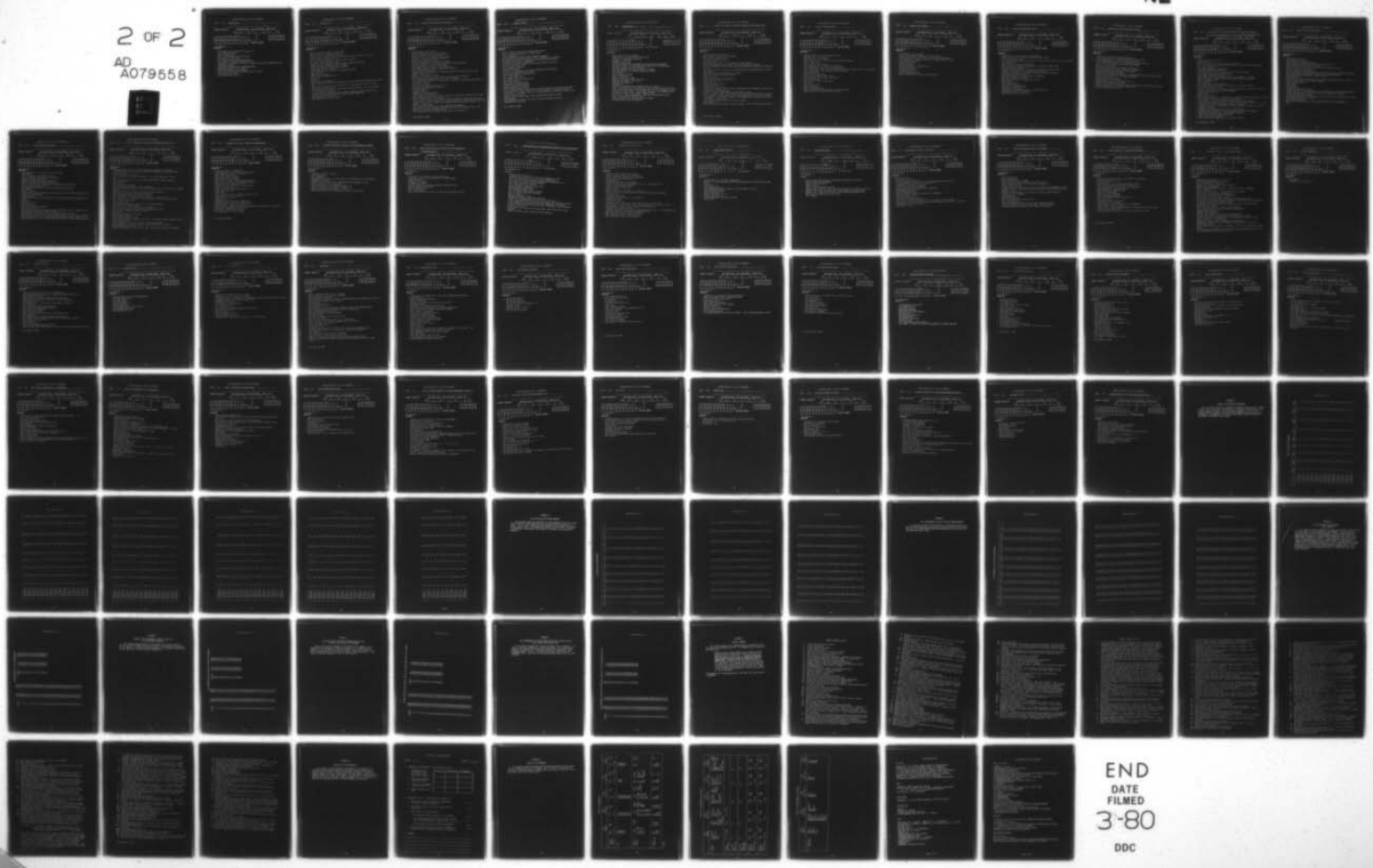

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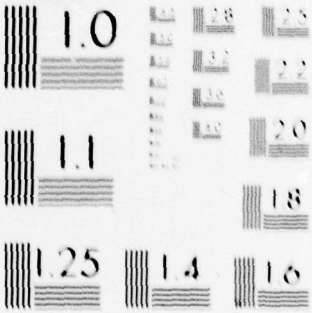

MICROCOPY RESOLUTION TEST CHART
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PRESENTATION OF DATA WORKSHEET

TASK: # 32 PREPARE SOUPS

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	101	27	15

A	B	C	D	E	F	G	other			
10	5	13	0	1	0	6	0			

A	B	C	D	other
4	3	1	4	4

REASON CODES

Not observed - 4

REMARKS:

- Not enough time for graduate to handle job
- Large quantity problem
- Lack of experience //
- Don't follow recipe cards sufficiently
- Not sure how to use kettle
- Can't follow steps of proper procedure
- Too often will overcook vegetables in soup
- Utilization of leftovers to be used in soups is not being considered at the completion of meals
- Have problem reconstituting dehydrated bases
- Never been assigned in the galley //
- Never been assigned to the coppers
- Have difficulty in measuring correct amount of water
- Don't follow directions
- Performed by Petty officers

PRESENTATION OF DATA WORKSHEET

TASK: # 33 PREPARE EGGS

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	107	30	9

A	B	C	D	E	F	G	other			
8	4	3	1	3	2	4	1			

A	B	C	D	other
1	5	0	2	1

REASON CODES

Not observed - 0

REMARKS:

- Doesn't understand terms of recipe cards
- Not attentive to temperatures on grill
- Doesn't care how finished product looks
- Lack of speed - cannot prepare various types of eggs (over easy, etc.) //
- Need to develop system on grill
- Too slow; lacks experience to keep up with the needs
- Can only cook one order at a time
- Doesn't use tools/equipment properly; needs supervised practice
- Graduate did not know when eggs are cooked
- Cannot differentiate between easy and medium
- Cooked eggs too far in advance
- Don't make sure the egg whites are completely cooked
- AFRS not used
- Needs more experience
- Have trouble calibrating grills
- Night cook
- Civilians
- Hard to control temperature
- Most trainees have trouble understanding difference between medium and hard cooked eggs
- Has not had any experience in cooking eggs in large amounts, which would help him when he reaches the fleet
- By following recipe cards for such items as hard boiled egg, or soft, sometimes do not come up to standard
- Overcook (mostly scrambled); have a problem breaking eggs when frying; Have a problem moving quickly enough when preparing large quantities
- Can't keep up with chow line
- Need experience in timing cooking

PRESENTATION OF DATA WORKSHEET

TASK: # 34 PREPARE YEAST RAISED DOUGH PRODUCTS

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	21	42	81

A	B	C	D	E	F	G	other			
14	7	10	1	3	2	5	0			

A	B	C	D	other
31	12	4	20	15

REASON CODES

Not observed - 3

REMARKS:

. All bakers are Petty Officers
. Doesn't understand terms on recipe cards
. Not enough experience to perform task ////
. Lack of attention to details on recipe cards
. No baking - all baking products purchased //
. Doesn't understand recipe cards
. Different environment and different equipment
. Not enough experience or responsibility but has basic knowledge
. Doesn't know when to proof or punch dough
. Not enough training in theory or preparation //
. Can't adjust cooking times for temperature variation
. Can't handle yeast products
. Graduates haven't done enough to understand what finished product looks like
. Doesn't follow recipe //
. Afraid to let dough rise enough
. Now gaining experience in galley before being assigned to bakeshop
. Don't check water temperature to make sure it's proper
. Needs limited supervision as to when dough is ready for punching and when product is ready for cooking
. SS has lack of space
- Never been assigned in bake shop ////////
. Don't have much background in baking
. Already prepared //
. No baking done ///
. Commercially purchases////////
. Galley has designated baker //
. Don't follow the recipe card service; a separate section is assigned this activity; baking understanding is very limited //
* Since I joined the Navy I have wanted to learn to bake but have not yet received any opportunity to learn except for a little training in A school which was not near enough. I only spent one week in the bakeshop and in my opinion it takes a lot longer to learn to bake.
. Has a hard time breaking down recipe cards for large amounts
. Due to lack of time, personnel, more experienced MSs are assigned to this task
. Need more experience in making up dough
. Don't have enough time to prepare their product; no baking done

* Self report by MSSN

PRESENTATION OF DATA WORKSHEET

TASK: # 35 PREPARE COOKIES

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	33	32	79

A	B	C	D	E	F	G	other			
10	8	8	1	3	0	4	0			

A	B	C	D	other
31	13	3	21	12

REASON CODES

Not observed - 3

REMARKS:

. Doesn't follow recipe cards and understand terms //
. Lack of attention to details on recipe cards
. Lack of experience //
. Locally different environment and different equipment
. Have problem with specific cookies; tend to overcook bars, brownies
. Not enough experience or responsibility but have basic knowledge
. Forgets to put in proper ingredients
. Not enough training in theory and not paying attention to detail
. Cannot follow recipe cards
. Poor knowledge of baking
. Bought all pastries
. At times, had difficulty in attaining consistent size and shape
. Need to show graduates several times
- Never been assigned in bake shop //////
. Done in bake shop////
. Done commercially ////////
. Don't have a chance to make cookies
. Not enough practice
. Galley has a designated baker
. Wardroom buys cookies from EDF
. Doesn't follow the recipe card
. Baking knowledge very limited
* Since I joined the Navy I have wanted to learn to bake but have not yet received any opportunity to learn except for a little training in A school which was not near enough. I only spent 1 week in the bakeshop and in my opinion it takes a lot longer to learn to bake
. Due to lack of time/personnel, more experienced MS assigned to task
. Overmix dough
. Lack experience; usually a 2nd Class or above is assigned this task
. Overbake most of the time

* Self report by MSSN

PRESENTATION OF DATA WORKSHEET

TASK: # 36 PREPARE PIES

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	35	28	80

A	B	C	D	E	F	G	other			
7	5	6	2	4	1	3	1			

REASON CODES

A	B	C	D	other
33	12	3	22	11

Not observed - 4

REMARKS:

- Large quantities are a problem
- Using recipe once didn't work; does own way
- Difficult to use without experience
- Equipment is different
- Problem with the crust
- Not enough experience or responsibility but has basic knowledge
- Overmix pie dough; use wrong speed and attachments for mixing dough
- *Too often overmix, not following AFRS*
- Ship has fulltime baker and no apprentice program
- Not enough practice to recognize good final product
- Store bought //
- Poor knowledge of baking
- Doesn't follow AFRS
- Quantity cooking is needed
- Never been assigned in bake shop //////
- Commercially prepared ///// ///// /
- Bake shop does this ///
- No bakery //
- Galley has designated baker; wardroom buys pie from EDF
- Since I joined the Navy I have wanted to learn to bake, but have not yet received any opportunity to learn except for a little training in A school which was not near enough. I only spent one week in the bakeshop and in my opinion it takes a lot longer to learn to bake.
- Due to lack of time and personnel, higher MS are assigned this task
- Need a lot of practice for pie crust
- Junior personnel have limited training in baking
- No baking done by recent graduates

PRESENTATION OF DATA WORKSHEET

TASK: # 37 PREPARE QUICK BREADS (PANCAKES, BISCUITS, COFFEE CAKE, ETC.)

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	66	36	40

A	B	C	D	E	F	G	other			
11	9	12	2	6	0	7	1			

REASON CODES

A	B	C	D	other
9	15	2	9	6

Not observed - 5

REMARKS:

. Large quantity (a problem?) //
. Never put forth effort to learn baking
. Do not follow recipe cards //
. Trouble is overmixing biscuits
. Lack experience //
. Biscuits and hot cakes only - problem with large amounts
. Not enough experience or responsibility, but have basic knowledge
. Doesn't know proper tools; overmix, use wrong speed; don't set proper temperature of grill
. Not enough training in theory, not familiar with proper attachments to be used when baking
. Need more practice and experience to do well
. Don't follow recipe card for pancakes
. Bought all pies
- Never been assigned to bake shop /////
. Don't know the proper tools to use
. Bake shop does //
. Difficulty with biscuits
. Commercially done //
. Pancakes only with ease //
. Do this out of order; don't know why ingredients must be added in a specific way
. Galley has a designated baker
. Because of lack of time/personnel, higher rates do this
* Since I joined the Navy I have wanted to learn to bake but have not yet received any opportunity to learn except for a little training in A school which was not near enough. I only spent one week in the bakeshop and in my opinion it takes a lot longer to learn to bake
. Junior personnel have limited training in baking
. Performed by P.O.
. Have trouble with liquid when adding to recipe; don't think about small details

* Self report by MSSN

PRESENTATION OF DATA WORKSHEET

TASK: # 38 PREPARE GELATIN DESSERTS

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF	DON'T DO
#	82	24	36

A	B	C	D	E	F	G	other			
8	4	8	1	2	0	8	0			

REASON CODES

A	B	C	D	other
7	9	2	11	8

Not observed - 4

REMARKS:

. Graduate doesn't know what equipment to use
. Sometimes flavor too strong
. Large quantities (a problem?)
. Never checks to see if chilled; unconcerned about quality
. Lack of experience
. Don't follow recipe cards //
. Lack experience due to infrequent preparation
. Don't understand directions on can/recipe card
. Don't follow AFRS don't dissolve granulated gelatin; gelatin won't set up properly
. Lack of equipment; don't read instructions carefully
. Civilians prepare
. Doesn't follow directions
- Never been assigned to bake shop ///
. Not encountered during time in bake shop
. Done by specialists
. Not done here - done in bake shop ///
. Night cook
. Civilians do this
. Make too liquid //
. Won't follow directions
. Baker and salad men are designated to prepare gelatin
. Have trouble with different types of salad

PRESENTATION OF DATA WORKSHEET

TASK: # 39 PREPARE FRUIT DESSERTS

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF	DON'T DO
#	81	13	45

A	B	C	D	E	F	G	other			
5	3	3	0	1	0	1	0			

REASON CODES

A	B	C	D	other
12	13	1	11	8

Not observed - 9

REMARKS:

- Problems with large quantity
- Do not know difference between dicing and cubing
- Normally take shortcuts resulting in yield less than desired
- Do not know how to combine ingredients to expand on basic recipe
- Poor knowledge of baking
- Doesn't follow AFR//
- Civilians prepare
- Never been assigned in bake shop ////
- Done by specialists
- Not done this galley ///
- Civilians do this ///
- Use pre-prepared product
- Baker is designated to prepare fruit desserts

PRESENTATION OF DATA WORKSHEET

TASK: # 40 PREPARE PUDDINGS AND CUSTARDS

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	61	31	48

REASON CODES

A	B	C	D	E	F	G	other			
10	7	7	3	2	1	5	0			

A	B	C	D	other
9	12	5	15	8

Not observed - 7

REMARKS:

. Graduates have a problem with large quantities
. Never check to see if chilled, unconcerned about quality
. Don't follow recipe cards
. Using an instant mix graduate does okay, if from scratch product not up to standards
. Lack experience //
. Product usually purchased commercially
. Tend to overmix ingredients especially rice cooking and egg custard
. Not familiar with equipment
. Product usually has wrong consistency, careless when separating eggs
. Sanitation of products after preparation are lacking
. Includes all ingredients in product, but does not follow procedure
. Does not follow recipe cards ///
. Need more practice in the application of knowledge
. Has a poor knowledge of baking
- Never been assigned to the bake shop /////////
. Lack practice
. Use a redimix type
. Won't follow directions
. Galley has a designated baker
. Buy product commercially
. Graduate doesn't measure properly, mix stuff by guess
. Task doesn't appear on worksheet //
. Task performed by petty officers

PRESENTATION OF DATA WORKSHEET

TASK: # 41 OBTAIN RECIPE CARD FOR SELECTED PRODUCT

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	95	29	20

A	B	C	D	E	F	G	other			
4	7	0	3	0	1	13	5			

A	B	C	D	other
3	5	5	2	5

REASON CODES

Not observed - 3

REMARKS:

- Graduate has a problem with large quantities
- Cards are missing due to improper filing, they don't care
- Do not understand color codes used on recipe cards
- Do not understand importance of following the recipe cards ///
- Do not use cards but rather seek advice on problems
- Cards are not available
- Break out recipe card, but go ahead on their own
- Too lazy to use recipe cards, rather do it themselves
- Thumb through all cards instead of using index
- Need to stress recipe card usage
- Because of the training the graduate is getting from the school, this is easy for him to do because he has the basic knowledge
- Done by senior cooks ///
- Recipe cards are not available
- Doesn't know how to use recipe card index ///
- Graduate is not assigned this task
- Doesn't return cards in proper place and consequently next time can't be found
- Doesn't give proper care to handling AFRS cards
- Average graduate unable to do

PRESENTATION OF DATA WORKSHEET

TASK: # 42 CONVERT RECIPES TO DETERMINE AMOUNT OF FOOD TO BE PREPARED AT A MEAL IN ACCORDANCE WITH GALLEY PREPARATION WORKSHEET (1090)

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	56	64	26

REASON CODES

A	B	C	D	E	F	G	other			
14	26	1	1	1	0	24	1			

A	B	C	D	other
3	8	10	2	3

Not observed - 1

REMARKS:

. Problem with large quantities
. Lack math skills
. Don't lack knowledge but have indifferent attitude
. Don't know how to perform math to do conversion. Skill isn't often required of A school graduates //
. Mostly don't know their basic math ///
. Lack self-confidence in figures //
. No desire to do it; lack of concern about the finished product
. Can't convert quantities for mass feedings
. Can't apply formula to break down //
. Doesn't know how to break down formulas for odd numbers of portions
. Relies too much on memory; should use reference cards when in doubt
. Don't follow directions
. Don't use AFRS
. Don't understand recipe conversion //
. Not enough experience (hands-on) to perform for large mass feeding
. Lack of time (they know how)
- Because of the training the graduate is getting from the school, this is easy to do for him because he got the basic knowledge
. Done by senior cooks ////
. Lacks skill
. Needs more practice
. Have a problem with math. Know steps okay. Know procedures but forget how. Tend to run short; needs work with math and conversion //
* During school, I failed the recipe conversion phase of the school.
* I use the Watch Captain math and we are not given the job of doing this. I know it would help me and given the work I think I could do it.
. Graduates state that in school not enough time is spent to really get in-depth on recipe conversion
. Should have more training with these in bulk production
. Graduates do not know how to find his working factor for the breakdown
. Don't check galley worksheet. Some problems with math
. Forget how to convert; would rather guess
. Doesn't understand terminology
. Have the ability to compute but take longer to finish

* Self report by MSNN

PRESENTATION OF DATA WORKSHEET

TASK: # 43 ADJUST YIELD OF RECIPE CARDS

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	53	60	32

A	B	C	D	E	F	G	other			
13	23	1	2	0	1	24	1			

A	B	C	D	other
5	13	7	2	5

REASON CODES

Not observed - 2

REMARKS:

- Lacks math skills //// /
- Lacks technical knowledge
- Not confident in own calculations
- Only done during inspections, food service training, etc.
- Cannot convert recipes for mass feedings //
- Does not know how to break down recipes for odd number of portions
- Did not know how to use cards //
- Too lazy to learn recipe conversion
- Weren't forced to do recipe conversion so went on their own. Products were unsat.
- Not enough hands on experience to perform for large mass feeding
- They know how, but not done due to lack of time
- Senior MS do this
- Because of the training the graduate is getting from the school, this is easy to do for him because he got the basic knowledge
- Done by senior cooks ////
- Lacks skills
- Needs practice
- No knowledge //
- No measuring equipment in galley
- Problem with math - know procedures ok. Had difficulty in following correct procedure until food service team came aboard - he refreshed his training
- No real understanding of theory
- Should have some time using these even if just a day or two on uses in bulk to help the men when they get to the fleet
- Don't follow directions
- Most have basic knowledge of the procedures but have a poor background in math

PRESENTATION OF DATA WORKSHEET

TASK: # 44 PORTION INDIVIDUAL SERVINGS

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	81	41	23

A	B	C	D	E	F	G	other			
16	8	0	3	1	2	9	0			

REASON CODES

A	B	C	D	other
11	6	2	1	5

Not observed - 2

REMARKS:

. Lack experience - not worried if run out of food
. Favoritism
. Can't determine a given amount of meat
. Lack of experience and inattention to detail //
. Require constant supervision
. Problem in estimating the proper portions
. Doesn't know what the proper portion size is
. Serve friends too much - don't follow instructions of supervisor
. Platters placed on tables - N/A
. When personnel complain of not getting enough, they give more
. Too generous
. Doesn't use AFRS
. Doesn't seem to worry about the food running out, or the work others have to do to make up their mistakes
. Civilians do this
- Graduate doesn't know the equipment to use for serving portions required by the recipe
. Lacks skill
. Needs more practice
. Uses wrong tools
. Can't use recipe card correctly
. Civilians do this //
. When preparing individuals, won't put same ingredients on each. Hurry too much Sometimes gives too much to person he knows
. Understand what size, but do not have the proper galley utensils
. Proper galley utensils such as (sized) scoops, ladles, etc., are not in galley //
. Most personnel have not been taught how many ounces constitute a sizable ration
. Know the meaning of portion control but has own ideas on serving line proportion

PRESENTATION OF DATA WORKSHEET

TASK: # 45 PREPARE INGREDIENTS (MEASURE/WEIGH/RECONSTITUTE/MIX/ETC.)

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	78	55	14

A	B	C	D	E	F	G	other			
12	15	8	3	6	2	21	0			

A	B	C	D	other
2	2	4	3	3

REASON CODES

Not observed - 1

REMARKS:

- No problem weighing; don't know theory behind reconstitution or mixing
- Lacking time he'll alter recipe to complete in timeframe on worksheet without regard to quality
- Too slow - lack of experience
- Don't always weigh or measure ingredients. Don't know importance of this step
- Do not follow instructions. Don't handle reconstituted product properly. Lack of attention
- Basic math
- Have problem reading scales
- Lack of attention to detail - proper procedure //
- Some measuring/mixing problem; have trouble getting right consistency (e.g. cottage cheese)
- Insufficient time between meals to weigh and measure exactly
- Don't know how to use scales and measuring cups
- Doesn't apply what has been taught in school
- Don't take time to use scales or measuring spoons. Takes shortcuts.
- Don't understand the importance of this task and as a result are not careful
- Can't follow recipe card //
- Trouble using scale
- Throw everything together instead of using proper procedures
- Don't understand proper procedure
- When they do it, usually put more than supposed to
- Doesn't understand why certain things are supposed to be done
- This is due to knowledge gain from school
- Lacks skill
- Confuses dry measures with liquid
- Won't measure properly
- No real understanding of theory
- Proper measuring cups, pitchers, scales, etc., are missing, which prevents correct actions in this task
- Can't remember how many cups in a pint - don't follow cards
- Don't know how to use scales properly, and how many cups in a gallon
- Responsibility of senior PO
- Needs more knowledge of reconstituted items - why correct measures are required

PRESENTATION OF DATA WORKSHEET

TASK: # 46 DETERMINE APPROPRIATE INGREDIENT SUBSTITUTIONS

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	29	63	53

REASON CODES

A	B	C	D	E	F	G	other			
22	27	3	2	2	0	16	1			

A	B	C	D	other
6	29	7	6	6

Not observed - 2

REMARKS:

. Graduate is scared to substitute
. Lacks experience in determining substitutions ////
. Lacks knowledge, cannot use references //
. Hasn't been trained to do
. Needs greater skill with math
. Lacks attention to procedure
. Graduate not allowed to unless approved by LPO
. Usually they just leave out missing ingredient ///
. Don't know what to substitute /////
. Graduate can't get the scope of the situation
. Do not use recipe cards
. Always seek advice from Watch Captain //
. Galley chief does ////
. Lacks theory
- This is usually done by the watch in charge ///////
. Inexperienced in use of recipes ////
. Lacks training in this //
. Needs practice
. Graduates would only omit, not substitute
. Graduates have no idea what to substitute ////
. Decision made by senior petty officer ///
. More training is needed in this area from the galley supervisors. Appropriate training can eliminate this difficulty
* No one ever showed me how to do it
* Not explained to "A" school student

* Self report by MSSN

PRESENTATION OF DATA WORKSHEET

TASK: # 47 OPERATE ELECTRICALLY CONTROLLED FOOD PREPARATION EQUIPMENT

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	107	29	10

A	B	C	D	E	F	G	other			
4	3	0	3	18	0	2	0			

REASON CODES

A	B	C	D	other
1	4	0	3	2

Not observed - 1

REMARKS:

. Graduate is scared to operate //
. Lacks experience
. Lacks knowledge //
. Not adequately trained, can't use manuals to determine how to use equipment
. Equipment is different
. Graduate needs break in time to familiarize with equipment on ship
. Doesn't know how to shift food mixer
. Safety precautions are not always followed //
. Does not know safety procedures e.g. meat slicer
- Submarine ranges are not taught in A school
. Don't follow safety rules, use water to clean grill and ovens

PRESENTATION OF DATA WORKSHEET

TASK: # 48 OPERATE NON-ELECTRICALLY CONTROLLED FOOD PREPARATION EQUIPMENT/UTENSILS

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	112	19	15

REASON CODES

A	B	C	D	E	F	G	other			
2	4	0	2	10	0	0	0			

A	B	C	D	other
6	3	0	2	4

Not observed - 1

REMARKS:

. Don't know how to operate steam jacketed kettle
. Forgetful on proper use of equipment, not safety minded
. Lacks knowledge //
. Equipment is different
. Inattentive to detail
. Use more experience personnel especially with meat slicer
. Doesn't handle knives properly
- No such equipment used
. None in this galley
. Don't know what pop off valves on coppers are for and how to use

PRESENTATION OF DATA WORKSHEET

TASK: # 49 CLEAN/SANITIZE FOOD PREPARATION AND SERVING LINE AREAS/EQUIPMENT

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	84	41	22

A	B	C	D	E	F	G	other			
7	10	2	7	8	1	0	0			

REASON CODES

A	B	C	D	other
8	9	1	3	2

Not observed - 0

REMARKS:

- Civilians do this job //
- Graduate does not know how to break down equipment to clean
- Don't know how or feel it is not their job (demeaning) //
- Don't take time, do not understand importance of sanitation ////
- Not trained to sanitize certain equipment
- Don't take time to do a good job
- Don't know what to clean or how to clean
- Requires constant supervision //
- Task performed by mess cooks
- Can't determine proper cleaning utensils
- Don't use proper sanitation procedure
- Done by recruits //
- Done by civilians ////////
- Inadequate knowledge of sanitary procedures
- Trainee has no understanding of clean as you go policy //
- A three compartment sink can help with this task. Then training is needed on the importance and purpose of the three compartment sink method
- Need more understanding on sanitizing and its importance, and for keeping service line clean //
- Should clean with vinegar not soap and water, never shown how to clean equipment
- Doesn't thoroughly clean, covers are often neglected

PRESENTATION OF DATA WORKSHEET

TASK: # 50 CLEAN/REFILL DEEP FAT FRYER

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	89	38	19

A	B	C	D	E	F	G	other			
12	8	0	0	13	3	3	0			

A	B	C	D	other
2	7	2	3	5

REASON CODES

Not observed - 1

REMARKS:

- Graduate doesn't know where to start
- Forgets to check valves, lacks experience
- Doesn't understand importance of cleanliness
- Doesn't know safety procedures ///
- Inexperienced
- Safety and sanitation are inadequate
- Has the training but does not apply to the job. Takes short cuts
- Doesn't follow technical manuals
- Requires constant supervision
- Lacks interest
- Doesn't know proper procedures for cleaning //
- Most don't want to clean the correct way because they like their breaks to be long ones
- Performed by civilians
- Graduate is unfamiliar with the equipment //
- Watch captain does
- Civilians perform ///
- Considering have a unique fat fryer they adjust to it pretty well
- Fill up and leave valve open. Leave grease underneath. Put grease in before dried properly - spits. Cannot follow existing procedures
- Food attendant assigned this job
- Graduate is not being trained that cleaning/refilling fryer is of great importance also that storing the shortening prolongs the life
- Need more time on how to clean the equipment
- Must clean (drain/strain) fryer after use
- Don't follow all steps in the cleaning //

PRESENTATION OF DATA WORKSHEET

TASK: # 51 BREW COFFEE/TEA/COCOA

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	79	13	52

A	B	C	D	E	F	G	other			
2	4	1	0	2	2	0	0			

REASON CODES

A	B	C	D	other
19	20	3	2	8

Not observed - 3

REMARKS:

- Graduate does not check water temperature
- Not sure of proper procedure, need some knowledge about coffee pots and coffee making
- Use instant ///
- Civilians do this //
- Don't understand amount of water to use with amount of coffee
- Mess attendant does this
- Done by recruits /////
- Done by civilians ///// ///
- Done by mess cooks ///
- Should be dropped from school training
- Done by MAA

PRESENTATION OF DATA WORKSHEET

TASK: # 52 LOAD/UNLOAD OVENS

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	125	16	5

A	B	C	D	E	F	G	other			
4	6	0	0	2	0	0				

REASON CODES

A	B	C	D	other
1	0	0	1	3

Not observed - 1

REMARKS:

- Pans are heavy and difficult to handle when lifting to chest level
- Doesn't know proper procedures
- Lack attention to safety
- Likely to spill
- Doesn't follow procedures for ship
- Doesn't want to take the time to balance the load on the shelves in the oven
- Wouldn't time things when load oven, lacked experience to keep track
- Graduate has a habit of putting food in the ovens and forgetting them
- Don't know the capabilities of the ovens
- Not assigned //

PRESENTATION OF DATA WORKSHEET

TASK: # 53 CLEAN/SANITIZE GARBAGE RECEPTACLES

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF	DON'T DO
#	58	13	75

A	B	C	D	E	F	G	other			
4	1	1	2	2	0	1	0			

REASON CODES

A	B	C	D	other
25	28	4	2	17

Not observed - 1

REMARKS:

. Civilians do this ///
. Done by mess cooks ///// /
. A school graduates normally don't do and feel they shouldn't have to
. Considered beneath the dignity of MS rating ///
. Performed by food service attendants
. Don't follow sanitation procedures
. Graduate knows how but needs constant supervision
. Performed by work trainee
. Doesn't understand job
- This task usually handled by food service attendants
. Done by recruits ///// //
. Civilians do this ///// //
. Food service attendant does this ///
. Due to lack of time and personnel task is assigned to mess attendant
. Does not know that even if liners were used in garbage can, still its a sanitary requirement to clean and sanitize
. Done by mess cooks

PRESENTATION OF DATA WORKSHEET

TASK: # 54 PREPARE MEAT/SEAFOOD/POULTRY FOR COOKING

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	98	32	16

REASON CODES

A	B	C	D	E	F	G	other			
12	13	5	0	1	0	9	0			

A	B	C	D	other
2	2	1	10	2

Not observed - 1

REMARKS:

. Lacks organization
. Slow, inexperienced
. Doesn't know how to cut chicken
. Have a problem arranging different size meat in pan
. Doesn't understand style of cuts for meat, seafood okay
. Uses incorrect seasoning
. A wider variation of products are used on ship than they experience in school
. Graduate can't tell when meat is done, don't check it just assume when meat is brown it is done
. They don't read worksheet for instruction and don't follow AFRS cards
. Product not up to standards
. Done by butcher
. Not enough knowledge
- This is done mostly by petty officers //
. Done in butcher shop
. Not well grounded in theory due to lack of training in school
. Can't tell beef from veal, pork from lamb, rabbit from chicken
. Designated break out personnel issues ready to cook meats

PRESENTATION OF DATA WORKSHEET

TASK: # 55 PROCESS DRESSINGS FOR MEAT/SEAFOOD/POULTRY

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	71	41	33

REASON CODES

A	B	C	D	E	F	G	other			
12	13	14	0	2	0	9	0			

A	B	C	D	other
9	8	0	10	7

Not observed - 2

REMARKS:

. Product is all ready to cook, no preparation is necessary
. Follow cards with difficulty
. Lack experience //
. Don't know how to cook dressings and keep it moist
. Doesn't follow recipe cards, take shortcuts //
. Has problems mixing right proportion of ingredients
. Doesn't know how to do actual job
. Lack training to accomplish task
. Tend to over/undercook
. Product not up to standards
. Don't have enough knowledge
- This is done mostly by petty officers ////
. Done by recruits
. Not enough training in this task
. Graduate can't use equipment
. Tends to hurry it up, product not up to standards //
. Very seldom is this on the menu
. Doesn't have a complete understanding of recipes such as 1½ tsp, ¼ tsp...
. Doesn't follow recipe cards
* Not well grounded in theory due to lack of training in school

* self report by NSSN

PRESENTATION OF DATA WORKSHEET

TASK: # 56 DETERMINE IF FOOD IS SUFFICIENTLY COOKED

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	62	65	18

A	B	C	D	E	F	G	other			
26	27	12	4	6	2	8	0			

A	B	C	D	other
2	7	2	4	4

REASON CODES

Not observed - 2

REMARKS:

. Graduate lacks experience ///// ///// ///
. Doesn't understand doneness of meat //
. Can't tell when meat is done ////
. Equipment is not always functioning properly //
. Tend to overcook vegetables
. Doesn't follow temperature guidance, improperly uses meat thermometer
. Tend to undercook
. Doesn't check for doneness, check time but not the product
. Doesn't know how to use meat thermometer //
. Not trained in different types of thermometers
. Does not know how or which tool to use
. Doesn't keep close eye on food, sometimes not properly done, cold
. Not given this responsibility when he worked in this setting for several months
. Do not make sure pork is thoroughly cooked
. Had trouble telling when seafood and vegetables were sufficiently cooked without being overcooked
. Need to pay more attention to AFRS, time is important
- This is usually done by the watch captain and assistants
. Graduate lacks experience //
. Graduate lacks judgment //
. Tend to overcook since afraid of not cooking enough
. Wouldn't time, would cut open product to check doneness of meat
. Graduate has little understanding of rare, medium, well, doneness of meat
. Doesn't know how to use thermometer
. Doesn't test center of meat. Unfamiliar with cake tests
. Should have instructions on bulk cooking of food and how to tell if its sufficiently cooked
. Have a problem with fresh/frozen vegetables. Don't use recipe cards or thermometers
. For foods which a thermometer not used cannot tell when product is done or not
. This responsibility rests with duty cook

PRESENTATION OF DATA WORKSHEET

TASK: # 57 PREPARE SANDWICHES

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	118	2	22

A	B	C	D	E	F	G	other			
0	0	1	0	0	0	0	0			

A	B	C	D	other
13	0	1	4	4

REASON CODES

Not observed - 5

REMARKS:

. No comments
- Not done in this galley ////

PRESENTATION OF DATA WORKSHEET

TASK: # 58 PREPARE GARNISHES

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	74	40	31

A	B	C	D	E	F	G	other			
17	11	1	1	2	0	3	0			

REASON CODES

A	B	C	D	other
8	7	4	4	8

Not observed - 2

REMARKS:

. Graduate doesn't want to do this, no experience //
. Does not understand importance of preparing eye appealing foods ///
. Lacks experience ///// /
. Cannot read and copy manuals showing how to do task
. Apparent lack of training in this area, no basic knowledge //
. Lack creativity //
. No personal pride in job done with least amount of effort //
. Use wrong tools
. Don't know how to garnish food and line //
. Don't know how to make fancy garnishes //
. Asks what to use as garnish
- Mess attendant does this
. Didn't know the school taught this, they teach it OJT
. Lacks experience
. Senior members of the watch have this responsibility //
. Not taught in school because graduates have no idea what a garnish is
. Not assigned to do this task
* Never shown how
* I don't like to do it
. Prepared in vegetable preparation area
. Have no problem with simple garnish, but most have not been taught the fancy way

* Self report by MSSN

PRESENTATION OF DATA WORKSHEET

TASK: # 59 PREPARE JUICES

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	99	5	41

A	B	C	D	E	F	G	other			
2	1	0	0	0	0	1	0			

REASON CODES

A	B	C	D	other
19	8	0	5	9

Not observed - 2

REMARKS:

- Graduates don't use recipe card correctly
- Mess Hall MAA do this
- Use store bought
- Civilians prepare
- Done by recruits ///
- Done by civilians
- Ship procures ready to serve juices
- Food attendant does this
- Not assigned this task

PRESENTATION OF DATA WORKSHEET

TASK: # 60 SET UP SALAD BAR

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	74	12	58

A	B	C	D	E	F	G	other			
6	1	1	4	0	0	1	0			

A	B	C	D	other
20	16	2	11	10

REASON CODES

Not observed - 3

REMARKS:

. Graduates don't know the order to set up
. Normally done by mess cooks, not trained
. Arrangements are not attractive, not thoughtful of crew convenience, color, texture
. No personal pride in job, done with least effort
. Equipment not on board
. Do not make salad bar attractive
. Use individual servings
. Civilians do this ///
- Never worked in vegetable preparation room ///// /
. Done by salad man ///
. Done by recruits ///
. Done by civilians ///// //
. Food attendants do this //
. Graduates don't understand "eye appeal"; e.g color contrast

PRESENTATION OF DATA WORKSHEET

TASK: # 61 CARVE MEATS

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	57	62	26

A	B	C	D	E	F	G	other			
21	19	2	9	16	1	2	1			

A	B	C	D	other
5	9	4	4	4

REASON CODES

Not observed - 2

REMARKS:

. Doesn't know which knife to use or sharpen
. Doesn't know how to carve against the grain
. Lacks eye-hand coordination
. Graduate usually cuts either across or with the grain and not knowing the results //
. Don't know how to handle fork or knife //
. Cut with grain
. Slices are the wrong size
. Lack experience ////
. Don't know how to slice roast beef on slicer, can't carve turkey properly
. Not sure how to get proper portions, slices are wrong size //
. Need more experience to be safe //
. Does not know how to use knife properly
. Civilians do this
. Not sure of proper slicing for meat slicer
. Done by watch captain
. Knows how, but lacks experience to do it fast enough
. Don't know how to care for the equipment or use it properly
- Lacks the training for this ///
. Don't carve, use a slicer
. Civilians do this
. Unfamiliar with proper use of knife Don't slice away from body, unsafe
. Don't know what a steel is for, and why it is used in carving meats
. Lack experience
* Not instructed in proper carving techniques
. Proper knives are not provided for this task
. Want to cut across grain when should cut with grain and vice-versa
. Needs more experience in carving with a knife, no problem using electric meat slicer

* self report by MSSN

PRESENTATION OF DATA WORKSHEET

TASK: # 62 GARNISH/SEASON FOOD

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	80	45	20

A	B	C	D	E	F	G	other			
19	14	4	2	0	1	3	0			

REASON CODES

A	B	C	D	other
5	3	2	3	8

Not observed - 2

REMARKS:

- Graduate does not understand or care about preparing tasty products
- Lacks experience ////
- Lacks knowledge and experience
- Doesn't follow AFRS
- No personal pride in job, done with least effort
- Inadequate training
- Don't know how to garnish food and line
- Either over or under season, do not follow recipe card
- Doesn't know how to do special garnishes (flowers)
- Lack interest in garnishes
- Don't put salt and pepper on food
- Usually not enough seasoning
- Too lazy to properly garnish
- Seasons food to own particular taste
- Have a tendency to overgarnish food
- Must get them involved
- Never worked in this galley
- Haven't tried it
- Lack training //
- One was very good, others were unconcerned, depends on individual, some place garnish carefully, others throw it around
- Don't understand what spices taste like what
- Lack experience
- Learn only through trial and error
- Proper measuring devices are not provided
- More garnishing is needed in training

PRESENTATION OF DATA WORKSHEET

TASK: # 63 FILL BEVERAGE DISPENSERS

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF	DON'T DO
#	81	5	58

A	B	C	D	E	F	G	other			
1	1	0	1	0	0	1	3			

REASON CODES

A	B	C	D	other
24	15	1	6	13

Not observed-3

REMARKS:

. Done by mess cooks //
. Done by civilians //
. Done by Mess Hall MAA
- Done by food service attendants /////
. Assigned to MAA //
. Recruits do this ///// ///
. Done by civilians ///// /
. Task not done in galley

PRESENTATION OF DATA WORKSHEET

TASK: # 64 SERVE FAMILY STYLE MEAL

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	51	10	84

A	B	C	D	E	F	G	other			
4	2	0	1	1	0	0	0			

A	B	C	D	other
24	15	1	6	13

REASON CODES

Not observed - 2

REMARKS:

. Don't understand the job
. Use semiformal serving only
. No wardroom
. Not done in EDF ////
. Cafeteria style used here ///
. Do not use
- Never worked in galley
. Never been assigned in the wardroom ///// ///
. Never done at RTC //
. Not done in EDF
. Meals served cafeteria style
. Not done in CPO mess
. Only performed once - okay
. No previous experience
* Not rotated to wardroom
* Was taught in A school but have not used it

* Self report of SNAN

PRESENTATION OF DATA WORKSHEET

TASK: # 65 SERVE CAFETERIA SYTLE MEAL

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	96	11	38

A	B	C	D	E	F	G	other			
5	3	0	2	1	0	0	0			

REASON CODES

A	B	C	D	other
21	9	1	2	6

Not observed - 2

REMARKS:

. Graduate is too slow due to lack of experience
. Doesn't know which tools or equipment to use
. Not sure of exact portion size
. Serve family style
- Never worked in the galley
. Never been assigned to the wardroom
. Done by recruits //
. Done by civilians /////
. Task not done at this activity
. No previous experience
. Don't understand correct serving techniques. Don't understand proper utensils

PRESENTATION OF DATA WORKSHEET

TASK: # 66 SERVE AMERICAN STYLE MEAL

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	60	10	73

A	B	C	D	E	F	G	other			
5	2	1	0	1	0	1	0			

REASON CODES

A	B	C	D	other
53	1	3	5	11

Not observed - 4

REMARKS:

. Know how but won't do properly (not a waiter but a cook)
. Not done in EDF
. Use semiformal only
. Lack experience //
. Use cafeteria style //
- Not done in this galley ///
. Serve buffet style only
. Not done in EDF
. Not assigned responsibility
* Not rotated to wardroom
* Was taught in A school but have not used it

* self reports by MSSN

PRESENTATION OF DATA WORKSHEET

TASK: # 67 SERVE ALA CARTE STYLE MEAL

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	47	12	82

A	B	C	D	E	F	G	other			
7	3	1	0	0	0	1	0			

REASON CODES

A	B	C	D	other
57	3	3	8	11

Not observed-7

REMARKS:

- Use semiformal service only
- Lacks experience //
- Use Cafeteria Style
- Need more experience
- Never been in private messes //
- Not done at RTC
- Not done this galley ///
- Not done CPO Mess
- Serve buffet style only
- Not done in EDF
- Don't know what ala carte style is
- Was taught in A School but have not reviewed and no longer know how

PRESENTATION OF DATA WORKSHEET

TASK: # 68 SERVE BUFFET STYLE MEAL

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	57	7	80

A	B	C	D	E	F	G	other			
4	0	0	0	1	0	0	1			

REASON CODES

A	B	C	D	other
54	2	4	6	15

Not observed - 0

REMARKS:

. Not done in EDF ///
. Only serve semiformal
. Lack experience ///
. Don't do because of portion control
. Not in boot camp
. Cafeteria style used //
- Never assigned in the galley
. Never been in private messes//
. Serve buffet only
. Not done CPO mess
. Not at RTC
. Some sandwiches and salad
. Not done aboard ship
* Not rotated to wardroom
* Was taught in A school but not used
* I have never seen this set up as we can't do this on my ship
. Not done aboard ship

* self report by MSSN

PRESENTATION OF DATA WORKSHEET

TASK: #69 PREPARE SEATING ARRANGEMENTS

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	44	16	82

A	B	C	D	E	F	G	other			
8	7	0	0	0	0	0	0			

REASON CODES

A	B	C	D	other
45	8	4	12	14

Not observed - 5

REMARKS:

. Graduate unfamiliar with officer ranks //
. Not enough experience
. Not observed in EDF //
. Leading MS does this job
. Have a problem with the order of seating
. Doesn't know proper seating
. Doesn't know procedures - lacks experience
. Not in boot camp
. Performed by MAA
. Need great amounts of knowledge
. Can't determine where guests would sit
. Not used in EDF
- Never been assigned in the wardroom ///// /
. Not done in EDF ///
. Master at arms does ///
. Not done CPO mess
. No seating arrangements used
. Work as a cook only
. Senior MS responsibility
* Not rotated to wardroom
* Was taught in A school but not used it

* Self report by MSSN

PRESENTATION OF DATA WORKSHEET

TASK: # 70 SET UP DINING TABLE

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	54	14	75

A	B	C	D	E	F	G	other			
6	2	1	3	0	0	0	0			

REASON CODES

A	B	C	D	other
41	8	5	10	12

Not observed - 4

REMARKS:

- Graduate not familiar with silverware pieces and location ///
- Not enough experience //
- Require supervision, do not know what is a proper setting
- Done by mess cooks
- Graduate doesn't know arrangements for formal dinners
- Not done in boot camp
- MAA performs
- Not used in EDF
- Never been assigned in the wardroom ///// //
- Not done in my galley ////
- MAA does it
- Civilians do it //
- Graduate doesn't follow up on small details
- Not done in CPO mess

PRESENTATION OF DATA WORKSHEET

TASK: # 71 SET UP SERVING LINE

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	92	23	30

REASON CODES

A	B	C	D	E	F	G	other			
12	4	1	1	2	1	1	0			

A	B	C	D	other
10	9	1	3	7

Not observed - 2

REMARKS:

- Graduate didn't know which equipment to use or how to use it
- Set up improperly //
- Set up varies with each command
- Mismanaged time
- Indifferent attitude is the basic problem
- Lacks experience
- Not taught importance of arrangement of foods
- Needs supervision for proper order of dishes
- Don't know which insert to use on line, no actual knowledge of proper sequence in setting up line
- Can't determine proper arrangement
- Have a problem with the order of the food // especially the gravy
- Done by recruits //
- Done by watch captain
- Done by civilians
- Training concept in whole picture on how serving line should be set up is different

PRESENTATION OF DATA WORKSHEET

TASK: # 72 CHECK SERVING TEMPERATURE OF FOOD/BEVERAGE

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	58	25	61

A	B	C	D	E	F	G	other			
9	8	3	1	1	1	3	0			

REASON CODES

A	B	C	D	other
13	28	4	7	10

Not observed - 3

REMARKS:

. Graduates do not understand task, why temperatures are important ///
. Use S range, no steam table
. Not done in small mess
. Unsure of proper temperatures //
. Know temperatures but don't bother to do it
. Lack interest
. Not well grounded in theory on serving line
. Doesn't know tools
. Performed by supervisor
- This is usually done by the watch captain ///// ///// /
. Doesn't know correct temperatures, techniques
. Task not done in EDF
. Don't use thermometer
. Usually personnel with more experience do this, more training is needed in this area. Confused with holding temperature i.e. water 180-200° etc.
. They don't do this but should

PRESENTATION OF DATA WORKSHEET

TASK: # 73 INSPECT FOOD/EQUIPMENT FOR CONTAMINATION

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	40	34	71

A	B	C	D	E	F	G	other			
14	12	1	0	2	0	3	0			

A	B	C	D	other
8	40	7	7	10

REASON CODES

Not observed - 2

REMARKS:

- Galley supervisor does this
- Graduate not familiar with equipment
- Lacks experience
- Poor attitude with sanitation duties //
- Doesn't know proper temperature
- Lax in inspection of item before using it. Not sure what to do
- Doesn't use proper sanitation practices when cleaning equipment. Only clean surface area, do not take it apart ///
- Lax on serving line, not well grounded in theory
- Done by medical
- Usually done by MAA
- Done by watch and galley captains
- Don't do more than they have to, nothing on their own
- Conducted by PMU
- Done by watch captin ///// //
- Done by medical personnel
- Done by mess supervisor
- Graduate doesn't know right places to look /// i.e., meat slicer blades, scrap slots on grill
- Mess caterer does this
- Supervisors responsibility
- Won't scrub hard enough or take apart to clean, don't understand why they must clean
- Graduate does a lousy job

PRESENTATION OF DATA WORKSHEET

TASK: # 74 CONDUCT SANITATION PRE-INSPECTIONS

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	39	26	81

A	B	C	D	E	F	G	other			
11	9	2	0	0	0	1	0			

Not observed - 1

REASON CODES

A	B	C	D	other
5	52	5	7	12

REMARKS:

- Galley supervisor does this ////
- With different equipments, did not do well, doesn't have whole picture of what to do
- Will not do unless specifically told to and supervised
- With smaller and more confined spaces, the students don't appear to know where or what to look for
- LPO usually does this
- Graduate won't check corners, cracks, crevices, can openers, drains
- Usually not careful or thorough
- Graduate won't assume responsibility for this
- Done by MAA
- Lacks motivation to perform
- This is usually done by the galley captain ///// ///// //
- Done by mess caterer
- Done by medical personnel
- Graduate has no training in this area
- Graduate feels it's clean enough
- Supervisor responsibility ///
- Done by MAA //

PRESENTATION OF DATA WORKSHEET

TASK: # 75 SECURE WARDROOM AFTER MEAL

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	54	14	75

A	B	C	D	E	F	G	other			
7	1	1	1	1	1	1	0			

REASON CODES

A	B	C	D	other
40	8	3	8	17

Not observed - 4

REMARKS:

. Graduates don't understand fire hazards caused by trash
. Don't do properly
. Attitude the problem
. Lack interest
. Graduates don't have the whole picture
. Not performed at EDF ////
. Do not work in the wardroom
- Never been assigned in the wardroom mess ///// /////
. Work as cook only
. Graduate needs to know the importance of assigned task

PRESENTATION OF DATA WORKSHEET

TASK: # 76 CHECK SCULLERY/DISHWASHER FOR PROPER TEMPERATURE, SOAP, ETC.

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	31	23	89

A	B	C	D	E	F	G	other			
7	4	0	0	8	0	2	0			

A	B	C	D	other
24	33	7	11	15

REASON CODES

Not observed - 4

REMARKS:

- Graduates are not adequately trained, lack knowledge //
- Doesn't follow instructions
- Civilian does this with LPO supervising //
- Mess cooks do with LPO supervising //
- Graduate doesn't know different types of equipment //
- All hand diswashing is done
- Lacks interest
- Not familiar with how to perform task
- There is confusion between which cleansing product to use, don't take time to read labels, use scouring powder instead of dishwashing soap
- Forget to check proper temperature
- Attitude is to let the chief do it
- A "G" billet task (MAA)
- Done by EDF MAA
- This is usually done by EDF MAA ///// ///// ///// /////
- Not assigned to scullery ///// /
- Trainee not required to do this
- Mess caterer does this
- Not familiar with various equipment in use. Amount of soap and kind of soap differ. Must follow directions on manual
- Need more detailed instruction on operation of equipment

PRESENTATION OF DATA WORKSHEET

TASK: # 77 WASH RINSE DISHES/FLATWARE/GLASSWARE, ETC.

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	43	13	87

A	B	C	D	E	F	G	other			
3	2	0	0	5	0	2	0			

REASON CODES

A	B	C	D	other
22	33	5	10	18

Not observed - 4

REMARKS:

- Graduate doesn't know procedures
- Graduate not adequately trained
- Done by non A school mess cook
- Civilian does task with supervision ////
- Graduates don't understand health hazards
- Done by mess attendant /////
- Forget to check proper temperatures
- This is a "G" billet task (MAA)
- Graduate doesn't understand reasons for the task
- Poor sanitation
- This is usually done by EDF MAA
- Done by Food Service attend nts ////
- Done by recruits ///// ///// /
- Done by civilians ////
- Not assigned ///
- Trainee not required to do this
- Not familiar with various equipment use, amount of soap and kind of soap differs, Must follow directions in manual

PRESENTATION OF DATA WORKSHEET

TASK: # 78 SWAB DECKS

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	116	10	20

A	B	C	D	E	F	G	other			
2	3	0	0	0	1	1	0			

A	B	C	D	other
5	9	0	1	5

REASON CODES

Not observed - 1

REMARKS:

. Graduate thinks it is a job for a person with little cooking experience
. Do not understand color codes on equipment used in food service areas
. Not allowed on subs sanitation hazard
. Decks cleaned by hands with sponges
. Civilians do //
. Graduates don't clean thoroughly
. Done by food service attendants
- Civilians do /////
. Don't get behind equipment
. Want to go straight forward rather than side to side motion
. Not assigned

PRESENTATION OF DATA WORKSHEET

TASK: #79 SWEEP DECKS

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	125	6	15

A	B	C	D	E	F	G	other			
2	1	0	0	0	0	1	0			

REASON CODES

A	B	C	D	other
2	8	0	1	4

Not observed - 1

REMARKS:

. Graduate doesn't understand color codes in food service area
. Done by mess cooks, use only fox tails
. Civilians do //
- Civilians do /////

PRESENTATION OF DATA WORKSHEET

TASK: # 80 DISPOSE OF GARBAGE AND TRASH

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	102	4	41

A	B	C	D	E	F	G	other			
1	2	0	0	0	0	1	0			

REASON CODES

A	B	C	D	other
10	14	1	5	11

Not observed - 0

REMARKS:

- Graduates don't understand health hazards
- Done by food serviceman
- Done by civilians //
- This is a "G" billet task
- Done by mess cook
- Done by recruits //
- Done by civilians ///// ///
- Never assigned task
- Not required by MS done by food service man //

PRESENTATION OF DATA WORKSHEET

TASK: # 81 DEFROST/CLEAN/SANITIZE FREEZERS/REFRIGERATORS/REEFERS

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	79	25	41

REASON CODES

A	B	C	D	E	F	G	other			
12	4	1	1	2	1	4	0			

A	B	C	D	other
12	17	1	7	4

Not observed - 2

REMARKS:

- Graduate required close supervision /////
- Considered task demeaning
- Too slow, lacked knowledge
- Equipment not aboard sub
- Used knife to chip ice, not scrapper
- Civilians do this //
- Don't use right cleaning equipment
- Too lazy to accomplish the task on their own //
- Not enough experience to do this
- Don't take the time to determine if they need defrosting
- Done by recruits ///
- Don't have walk-ins
- Done by civilians ///// /
- Reefers were automatic. Usually did small refrigerator okay.except one guy tried to chip off ice with fork and punctured coolant
- Done by butcher shop //
- Petty officer in charge does this
- Doesn't meet standards of cleanliness, try to muddle through
- Doesn't do a thorough job
- Need more knowledge of bacteria problems

PRESENTATION OF DATA WORKSHEET

TASK: # 82 POLISH/WAX DECKS

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	63	4	78

A	B	C	D	E	F	G	other			
0	1	0	1	0	0	0	0			

REASON CODES

A	B	C	D	other
50	7	3	5	13

Not observed - 2

REMARKS:

. Done by non A school mess cook
. Not allowed on subs //
. Done by civilians ///
. Done by MAA
. Wax not used in dining area //
- This is not done in our ship
. Done by recruits
. Never assigned task
. Done by civilians

PRESENTATION OF DATA WORKSHEET

TASK: # 83 QUALIFY/REQUALIFY FOR FOOD HANDLERS CERTIFICATE

SURVEY RESULTS:

	DO WITH EASE	DO WITH DIFF.	DON'T DO
#	94	16	32

A	B	C	D	E	F	G	other			
5	4	1	0	0	0	1	0			

A	B	C	D	other
12	5	0	8	8

REASON CODES

Not observed - 5

REMARKS:

- Training is done by HMs
- Graduate doesn't understand basic sanitation
- Ships schedule precluded requalification
- Poor motivation and supervision
- Lack personal pride and willingness to do
- Not individual problem, schedule makes this task difficult
- Lack theory and OJT
- Very careless with sanitation procedures //
- Not done /////
- Don't think this is a problem, it just isn't done
- Recommend they attend sanitation school
- Lack qualified personnel to train them
- Observed last November

APPENDIX E

OVERALL DISTRIBUTION OF RESPONSES

This appendix presents data showing the frequency with which each response category (i.e., "Don't Do," "Do With Ease," "Do With Difficulty") was chosen in each subgroup for each of the 83 job tasks evaluated. The last four columns group the responses into appropriate subtotals and an overall total. The numbers in parentheses at the top of each column indicate the number of individuals interviewed in each group.

OVERALL DISTRIBUTION OF RESPONSES

Task	Response	(17) Norfolk	(43) San Diego	(38) E Fleet	(19) W Fleet	(25) Orlando	(57) Comb Fleet	(82) E W & Orlando	(65) Comb School	(147) Total
1	Don't do	1	2	0	3	1	3	4	3	7
	Do with ease	10	28	28	13	17	41	58	38	96
	Do with diff	6	18	8	3	7	11	18	24	42
2	Don't do	1	1	1	4	1	5	6	2	8
	Do with ease	13	36	26	13	18	39	57	49	106
	Do with diff	3	11	10	2	6	12	18	14	32
3	Don't do	2	7	2	6	2	8	10	9	19
	Do with ease	8	22	23	12	16	35	51	30	81
	Do with diff	7	18	12	1	7	13	20	25	45
4	Don't do	2	9	4	6	2	10	12	11	23
	Do with ease	11	24	23	12	14	35	49	35	84
	Do with diff	4	14	10	1	9	11	20	18	38
5	Don't do	6	13	9	6	1	15	16	19	35
	Do with ease	7	21	19	12	16	31	47	28	75
	Do with diff	4	14	9	1	7	10	17	18	35
6	Don't do	3	7	4	5	4	9	13	10	23
	Do with ease	10	26	20	13	10	33	43	36	79
	Do with diff	4	14	13	1	10	14	24	18	42
7	Don't do	3	8	6	6	4	12	16	11	27
	Do with ease	7	27	24	11	11	35	46	34	80
	Do with diff	7	12	7	2	9	9	18	19	37
8	Don't do	3	7	4	6	5	10	15	10	25
	Do with ease	7	21	27	11	12	38	50	28	78
	Do with diff	7	19	6	2	8	8	16	26	42
9	Don't do	4	7	3	5	1	8	9	11	20
	Do with ease	5	25	20	11	9	31	40	30	70
	Do with diff	8	15	14	3	14	17	31	23	54
10	Don't do	4	9	5	7	4	12	16	13	29
	Do with ease	11	29	22	11	15	33	48	40	88
	Do with diff	2	10	10	1	5	11	16	12	28
11	Don't do	6	10	10	7	3	17	20	16	36
	Do with ease	7	25	17	11	15	28	43	32	75
	Do with diff	4	12	10	1	6	11	17	16	33
12	Don't do	2	2	3	4	0	7	7	4	11
	Do with ease	11	33	23	13	19	36	55	44	99
	Do with diff	4	12	11	2	6	13	19	16	35
13	Don't do	9	22	14	10	16	24	40	31	71
	Do with ease	7	15	16	8	5	24	29	22	51
	Do with diff	1	10	7	1	2	8	10	11	21

	Don't do	3	6	2	5	5	7	12	9	21
14	Do with ease	3	9	16	12	7	28	35	12	47
	Do with diff	11	33	19	2	12	21	33	44	77
	Don't do	3	6	3	5	5	8	13	9	22
15	Do with ease	3	10	16	11	8	27	35	13	48
	Do,with diff	11	32	18	3	11	21	32	43	75
	Don't do	1	0	1	5	1	6	7	1	8
16	Do with ease	10	24	21	11	10	32	42	34	76
	Do with diff	6	23	14	3	13	17	30	29	59
	Don't do	3	1	2	4	2	6	8	4	12
17	Do with ease	12	30	27	15	19	42	61	42	103
	Do with diff	2	16	8	0	3	8	11	18	29
	Don't do	4	5	3	5	2	8	10	9	19
18	Do with ease	11	31	24	13	14	37	51	42	93
	Do with diff	2	11	10	1	8	11	19	13	32
	Don't do	7	12	8	4	4	12	16	19	35
19	Do with ease	9	27	23	15	16	38	54	36	90
	Do with diff	1	9	5	0	5	5	10	10	20
	Don't do	2	2	2	5	2	7	9	4	13
20	Do with ease	15	33	28	14	17	42	59	48	107
	Do with diff	0	13	7	0	5	7	12	13	25
	Don't do	5	6	2	6	5	8	13	11	24
21	Do with ease	7	30	28	13	15	41	56	37	93
	Do with diff	4	11	7	0	4	7	11	15	26
	Don't do	3	7	6	6	8	12	20	10	30
22	Do with ease	8	20	18	10	9	28	37	28	65
	Do with diff	6	20	14	3	7	17	24	26	50
	Don't do	9	18	13	6	10	19	29	27	56
23	Do with ease	6	21	20	13	14	33	47	27	74
	Do with diff	2	7	3	0	0	3	3	9	12
	Don't do	7	10	13	8	7	21	28	17	45
24	Do with ease	8	31	22	11	16	33	49	39	88
	Do with diff	2	6	2	0	1	2	3	8	11
	Don't do	8	19	20	6	11	26	37	27	64
25	Do with ease	7	22	15	13	12	28	40	29	69
	Do with diff	2	6	2	0	1	2	3	8	11
	Don't do	2	1	2	3	0	5	5	3	8
26	Do with ease	12	35	25	15	14	40	54	47	101
	Do with diff	3	11	10	1	11	11	22	14	36
	Don't do	1	7	10	7	12	17	29	8	37
27	Do with ease	10	33	24	12	10	36	46	43	89
	Do with diff	6	8	3	0	0	3	3	14	17
	Don't do	4	14	10	10	12	20	32	18	50
28	Do with ease	6	18	20	8	7	28	35	24	59
	Do with diff	7	14	7	1	3	8	11	21	32

	Don't do	6	11	11	6	16	17	33	17	50
29	Do with ease	7	25	19	9	5	28	33	32	65
	Do with diff	4	11	7	3	1	10	11	15	26
	Don't do	2	10	9	7	10	16	26	12	38
30	Do with ease	10	26	21	10	9	31	40	36	76
	Do with diff	5	12	7	1	4	8	12	17	29
	Don't do	9	22	21	11	17	32	49	31	80
31	Do with ease	6	17	13	7	4	20	24	23	47
	Do with diff	2	8	2	1	1	3	4	10	14
	Don't do	4	3	3	5	0	8	8	7	15
32	Do with ease	9	31	27	13	21	40	61	40	101
	Do with diff	4	13	6	0	4	6	10	17	27
	Don't do	1	1	1	4	2	5	7	2	9
33	Do with ease	15	34	27	13	18	40	58	49	107
	Do with diff	1	13	9	2	5	11	16	14	30
	Don't do	10	20	22	7	22	29	51	30	81
34	Do with ease	2	6	1	11	1	12	13	8	21
	Do with diff	5	20	15	1	1	16	17	25	42
	Don't do	11	20	19	7	22	26	48	31	79
35	Do with ease	2	11	8	11	1	19	20	13	33
	Do with diff	4	15	11	1	1	12	13	19	32
	Don't do	12	18	19	8	23	27	50	30	80
36	Do with ease	3	12	10	9	1	19	20	15	35
	Do with diff	2	15	9	2	0	11	11	17	28
	Don't do	6	12	7	5	10	12	22	18	40
37	Do with ease	8	16	21	13	8	34	42	24	66
	Do with diff	3	17	10	1	5	11	16	20	36
	Don't do	5	9	10	5	7	15	22	14	36
38	Do with ease	9	27	24	14	8	38	46	36	82
	Do with diff	3	11	4	0	6	4	10	14	24
	Don't do	5	11	11	6	12	17	29	16	45
39	Do with ease	9	28	24	12	8	36	44	37	81
	Do with diff	3	5	3	1	1	4	5	8	13
	Don't do	7	13	13	7	8	20	28	20	48
40	Do with ease	6	19	17	10	9	27	36	25	61
	Do with diff	4	13	8	2	4	10	14	17	31
	Don't do	3	5	6	3	3	9	12	8	20
41	Do with ease	9	34	21	14	17	35	52	43	95
	Do with diff	5	8	10	1	5	11	16	13	29
	Don't do	6	9	5	2	4	7	11	15	26
42	Do with ease	4	16	14	15	7	29	36	20	56
	Do with diff	7	22	13	2	14	21	35	29	64
	Don't do	4	14	6	3	5	9	14	18	32
43	Do with ease	4	15	14	13	7	27	34	19	53
	Do with diff	9	18	17	[illegible]	13	20	33	27	60

	Don't do	4	10	4	2	3	6	9	14	23
44	Do with ease	10	23	17	17	14	34	48	33	81
	Do with diff	3	14	16	0	8	16	24	17	41
	Don't do	1	5	4	3	1	7	8	6	14
45	Do with ease	8	23	21	16	9	37	46	31	77
	Do with diff	8	19	13	0	15	13	28	27	55
	Don't do	5	19	14	8	7	22	29	24	53
46	Do with ease	2	9	6	8	4	14	18	11	29
	Do with diff	8	20	18	3	14	21	35	28	63
	Don't do	0	5	0	4	1	4	5	5	10
47	Do with ease	15	27	28	15	22	43	65	42	107
	Do with diff	2	16	9	0	2	9	11	18	29
	Don't do	1	4	3	4	3	7	10	5	15
48	Do with ease	14	33	29	15	21	44	65	47	112
	Do with diff	2	11	5	0	1	5	6	13	19
	Don't do	0	6	4	4	8	8	16	6	22
49	Do with ease	8	28	20	14	14	34	48	36	84
	Do with diff	9	14	14	1	3	15	18	23	41
	Don't do	1	7	0	7	4	7	11	8	19
50	Do with ease	9	28	26	12	14	38	52	37	89
	Do with diff	7	13	11	0	7	11	18	20	38
	Don't do	5	13	8	8	18	16	34	18	52
51	Do with ease	11	27	23	11	7	34	41	38	79
	Do with diff	1	6	6	0	0	6	6	7	13
	Don't do	0	0	1	4	0	5	5	0	5
52	Do with ease	15	41	31	14	24	45	69	56	125
	Do with diff	2	7	5	1	1	6	7	9	16
	Don't do	7	20	18	8	22	26	48	27	75
53	Do with ease	6	24	15	11	2	26	28	30	58
	Do with diff	4	4	4	0	1	4	5	8	13
	Don't do	3	4	1	5	3	6	9	7	16
54	Do with ease	10	31	26	13	18	39	57	41	98
	Do with diff	4	13	10	1	4	11	15	17	32
	Don't do	3	9	7	7	7	14	21	12	33
55	Do with ease	8	25	19	8	11	27	38	33	71
	Do with diff	6	14	10	4	7	14	21	20	41
	Don't do	2	6	4	5	1	9	10	8	18
56	Do with ease	6	10	23	14	9	37	46	16	62
	Do with diff	9	31	11	0	14	11	25	40	65
	Don't do	1	6	4	3	8	7	15	7	22
57	Do with ease	16	39	33	16	14	43	63	55	118
	Do with diff	0	2	0	0	0	0	0	2	2
	Don't do	3	11	9	5	3	14	17	14	31
58	Do with ease	4	24	17	10	19	27	46	28	74
	Do with diff	10	13	11	4	2	15	17	23	40

	Don't do	4	11	8	9	9	17	26	15	41
59	Do with ease	12	35	26	10	16	36	52	47	99
	Do with diff	1	1	3	0	0	3	3	2	5
	Don't do	5	17	11	8	17	19	36	22	58
60	Do with ease	10	26	21	10	7	31	38	36	74
	Do with diff	2	5	5	0	0	5	5	7	12
	Don't do	4	8	3	7	4	10	14	12	26
61	Do with ease	5	12	20	8	12	28	40	17	57
	Do with diff	8	28	13	4	9	17	26	36	62
	Don't do	2	8	5	5	0	10	10	10	20
62	Do with ease	6	21	19	13	21	32	53	27	80
	Do with diff	9	18	13	1	4	14	18	27	45
	Don't do	7	14	14	9	14	23	37	21	58
63	Do with ease	9	32	22	9	9	31	40	41	81
	Do with diff	1	1	1	0	2	1	3	2	5
	Don't do	7	26	20	9	22	29	51	33	84
64	Do with ease	10	17	12	9	3	21	24	27	51
	Do with diff	0	4	5	1	0	6	6	4	10
	Don't do	4	10	5	8	11	13	24	14	38
65	Do with ease	13	31	28	11	13	39	52	44	96
	Do with diff	0	6	4	0	1	4	5	6	11
	Don't do	8	23	15	9	18	24	42	31	73
66	Do with ease	6	19	19	10	6	29	35	25	60
	Do with diff	3	3	3	0	1	3	4	6	10
	Don't do	9	19	25	9	19	34	53	28	81
67	Do with ease	5	19	9	10	4	19	23	24	47
	Do with diff	3	4	3	0	2	3	5	7	12
	Don't do	10	19	19	12	20	31	51	29	80
68	Do with ease	5	24	17	7	4	24	28	29	57
	Do with diff	2	3	1	0	1	1	2	5	7
	Don't do	11	17	20	13	21	33	54	28	82
69	Do with ease	4	20	12	4	4	16	20	24	44
	Do with diff	1	9	4	2	0	6	6	10	16
	Don't do	10	16	15	11	23	26	49	26	75
70	Do with ease	5	24	17	6	2	23	25	29	54
	Do with diff	2	6	4	2	0	6	6	8	14
	Don't do	4	6	7	4	9	11	20	10	30
71	Do with ease	10	31	25	15	11	40	51	41	92
	Do with diff	3	10	5	0	5	5	10	13	23
	Don't do	10	14	16	8	13	24	37	24	61
72	Do with ease	4	25	12	10	7	22	29	29	58
	Do with diff	3	8	9	1	4	10	14	11	25
	Don't do	10	18	19	8	16	27	43	28	71
73	Do with ease	3	12	10	10	5	20	25	15	40
	Do with diff	4	17	8	1	4	9	13	21	34

	Don't do	13	24	17	11	16	28	44	37	81
74	Do with ease	3	9	14	7	6	21	27	12	39
	Do with diff	1	15	6	1	3	7	10	16	26
	Don't do	8	15	16	13	23	29	52	23	75
75	Do with ease	4	27	16	5	2	21	23	31	54
	Do with diff	5	4	4	1	0	5	5	9	14
	Don't do	10	25	19	13	22	32	54	35	89
76	Do with ease	3	11	13	3	1	16	17	14	31
	Do with diff	4	10	5	3	1	8	9	14	23
	Don't do	9	22	22	12	22	34	56	31	87
77	Do with ease	5	18	12	7	1	19	20	23	43
	Do with diff	3	6	3	0	1	3	4	9	13
	Don't do	2	9	1	3	5	4	9	11	20
78	Do with ease	14	35	33	16	18	49	67	49	116
	Do with diff	1	4	3	0	2	3	5	5	10
	Don't do	1	6	1	2	5	3	8	7	15
79	Do with ease	15	39	35	17	19	52	71	54	125
	Do with diff	1	3	1	0	1	1	2	4	6
	Don't do	2	17	6	7	9	13	22	19	41
80	Do with ease	14	30	31	12	15	43	58	44	102
	Do with diff	1	1	1	0	1	1	2	2	4
	Don't do	3	10	7	6	15	13	28	13	41
81	Do with ease	8	28	25	12	6	37	43	36	79
	Do with diff	6	10	6	1	2	7	9	16	25
	Don't do	8	22	15	11	22	26	48	30	78
82	Do with ease	9	23	20	8	3	28	31	32	63
	Do with diff	0	3	1	0	0	1	1	3	4
	Don't do	3	4	10	6	9	16	25	7	32
83	Do with ease	10	37	22	13	12	35	47	47	94
	Do with diff	3	7	4	0	2	4	6	10	16

APPENDIX F

UTILIZATION DATA BY GROUP/SUBGROUP

This appendix shows the proportions of interviewees within each subgroup reporting MS "A" School graduates were utilized to perform the 83 job tasks. The last four columns group the responses into appropriate subtotals and one overall total. The symbol ### should be read as 1.000. The number of individuals interviewed in each group is the same as that reported in appendix E.

UTILIZATION DATA BY GROUP/SUBGROUP

Task	Norfolk	San Diego	E Fleet	W Fleet	Orlando	Comb Fleet	E W & Orlando	Comb School	Total
1	.941	.958	.###	.842	.960	.945	.950	.953	.951
2	.941	.979	.972	.789	.960	.910	.925	.969	.945
3	.882	.851	.945	.684	.920	.857	.876	.859	.868
4	.882	.808	.891	.684	.920	.821	.851	.828	.841
5	.647	.729	.756	.684	.958	.732	.800	.707	.758
6	.823	.851	.891	.736	.833	.839	.837	.843	.840
7	.823	.829	.837	.684	.833	.785	.800	.828	.812
8	.823	.851	.891	.684	.800	.821	.814	.843	.827
9	.764	.851	.918	.736	.958	.857	.887	.828	.861
10	.764	.812	.864	.631	.833	.785	.800	.800	.800
11	.647	.787	.729	.631	.875	.696	.750	.750	.750
12	.882	.957	.918	.789	.###	.875	.913	.937	.924
13	.470	.531	.621	.473	.304	.571	.493	.515	.503
14	.823	.875	.945	.736	.791	.875	.850	.861	.855
15	.823	.875	.918	.736	.791	.857	.837	.861	.848
16	.941	.###	.972	.736	.958	.890	.911	.984	.944
17	.823	.978	.945	.789	.916	.892	.900	.937	.916
18	.764	.893	.918	.736	.916	.857	.875	.859	.868
19	.588	.750	.777	.789	.840	.781	.800	.707	.758
20	.882	.958	.945	.736	.916	.875	.887	.938	.910
21	.687	.872	.945	.684	.791	.857	.837	.825	.832
22	.823	.851	.842	.684	.666	.789	.753	.843	.793
23	.470	.608	.638	.684	.583	.654	.632	.571	.605
24	.588	.787	.648	.578	.708	.625	.650	.734	.687
25	.529	.595	.459	.684	.541	.535	.537	.578	.555
26	.882	.978	.945	.842	.###	.910	.938	.953	.944

57	.341	.872	.891	.842	.636	.875	.807	.830	.845
58	.823	.770	.756	.736	.875	.750	.787	.784	.786
59	.764	.765	.783	.526	.640	.696	.679	.765	.717
60	.705	.645	.702	.555	.291	.654	.544	.661	.597
61	.764	.833	.916	.631	.840	.818	.825	.815	.820
62	.882	.829	.864	.736	.###	.821	.876	.843	.862
63	.588	.702	.621	.500	.440	.581	.537	.671	.597
64	.588	.446	.459	.526	.120	.482	.370	.484	.420
65	.764	.787	.864	.578	.560	.767	.703	.781	.737
66	.529	.488	.594	.526	.280	.571	.481	.500	.483
67	.470	.547	.324	.526	.240	.392	.345	.525	.421
68	.411	.586	.486	.368	.200	.446	.370	.539	.444
69	.312	.630	.444	.315	.160	.400	.325	.548	.422
70	.411	.652	.583	.421	.080	.527	.387	.587	.475
71	.764	.872	.810	.789	.640	.803	.753	.843	.793
72	.411	.702	.567	.578	.458	.571	.537	.625	.576
73	.411	.617	.486	.578	.360	.517	.469	.562	.510
74	.235	.500	.540	.421	.360	.500	.456	.430	.445
75	.529	.673	.555	.315	.080	.472	.350	.634	.475
76	.411	.456	.486	.315	.083	.428	.325	.444	.377
77	.470	.521	.405	.368	.083	.392	.300	.507	.391
78	.882	.812	.972	.842	.800	.928	.888	.830	.863
79	.341	.875	.972	.894	.800	.946	.901	.842	.897
80	.882	.645	.842	.631	.640	.771	.731	.707	.721
81	.823	.791	.815	.684	.347	.771	.650	.800	.717
82	.529	.541	.583	.421	.120	.527	.400	.538	.462
83	.812	.916	.722	.684	.608	.709	.679	.890	.774

27	.941	.854	.729	.631	.454	.696	.628	.876	.741
28	.764	.695	.729	.473	.454	.642	.589	.714	.645
29	.647	.765	.702	.666	.272	.690	.571	.734	.645
30	.882	.791	.756	.611	.565	.709	.666	.815	.734
31	.470	.531	.416	.421	.227	.418	.363	.515	.432
32	.764	.936	.916	.722	.###	.851	.898	.890	.895
33	.941	.979	.972	.789	.920	.910	.913	.969	.938
34	.411	.565	.421	.631	.083	.491	.370	.523	.437
35	.352	.565	.500	.631	.083	.543	.407	.507	.451
36	.294	.600	.500	.578	.041	.526	.382	.516	.440
37	.647	.733	.815	.736	.565	.789	.725	.709	.718
38	.705	.808	.736	.736	.666	.736	.717	.781	.746
39	.705	.750	.710	.684	.428	.701	.628	.737	.676
40	.588	.711	.657	.631	.619	.649	.641	.677	.657
41	.823	.893	.837	.833	.880	.836	.850	.875	.861
42	.647	.808	.868	.894	.840	.877	.865	.765	.821
43	.764	.702	.837	.842	.800	.839	.827	.718	.779
44	.764	.787	.891	.894	.880	.892	.888	.781	.841
45	.941	.893	.894	.842	.960	.877	.902	.906	.904
46	.666	.604	.631	.578	.720	.614	.646	.619	.634
47	.###	.895	.###	.789	.960	.928	.938	.923	.931
48	.941	.916	.918	.789	.880	.875	.876	.923	.897
49	.###	.875	.894	.789	.680	.859	.804	.907	.850
50	.941	.854	.###	.631	.840	.875	.864	.876	.869
51	.705	.717	.783	.578	.280	.714	.580	.714	.638
52	.###	.###	.972	.789	.###	.910	.938	.###	.965
53	.588	.583	.513	.578	.120	.535	.407	.584	.486
54	.823	.916	.972	.736	.880	.892	.888	.892	.890
55	.823	.812	.805	.631	.720	.745	.737	.815	.772
56	.882	.872	.894	.736	.958	.842	.876	.875	.875

APPENDIX G

TASK PERFORMANCE DIFFICULTY DATA BY GROUP/SUBGROUP

This appendix presents the proportions of interviewees within each group reporting graduates perform the various job tasks with difficulty. The last four columns present appropriate subtotals and an overall total derived from the basic data.

TASK PERFORMANCE DIFFICULTY DATA BY GROUP/SUBGROUP

Task	Norfolk	San Diego	E Fleet	W Fleet	Orlando	Comb Fleet	E W & Orlando	Comb School	Total
1	0.375	0.391	0.222	0.187	0.291	0.211	0.236	0.387	0.304
2	0.187	0.234	0.277	0.133	0.250	0.235	0.240	0.222	0.231
3	0.466	0.450	0.342	0.076	0.304	0.270	0.281	0.454	0.357
4	0.266	0.368	0.303	0.076	0.391	0.239	0.289	0.339	0.311
5	0.363	0.400	0.321	0.076	0.304	0.243	0.265	0.391	0.318
6	0.285	0.350	0.393	0.071	0.500	0.237	0.358	0.333	0.347
7	0.500	0.307	0.225	0.153	0.450	0.204	0.281	0.358	0.316
8	0.500	0.475	0.181	0.153	0.400	0.173	0.242	0.481	0.350
9	0.615	0.375	0.411	0.214	0.608	0.354	0.436	0.433	0.435
10	0.153	0.256	0.312	0.083	0.250	0.250	0.250	0.230	0.241
11	0.363	0.324	0.370	0.083	0.285	0.282	0.283	0.333	0.305
12	0.266	0.266	0.323	0.133	0.240	0.265	0.256	0.266	0.261
13	0.125	0.400	0.304	0.111	0.285	0.250	0.256	0.333	0.291
14	0.785	0.785	0.542	0.142	0.631	0.428	0.485	0.785	0.620
15	0.785	0.761	0.529	0.214	0.578	0.437	0.477	0.767	0.609
16	0.375	0.489	0.400	0.214	0.565	0.346	0.416	0.460	0.437
17	0.142	0.347	0.228	0.000	0.136	0.160	0.152	0.300	0.219
18	0.153	0.261	0.234	0.071	0.363	0.229	0.271	0.236	0.256
19	0.100	0.250	0.178	0.000	0.238	0.116	0.156	0.217	0.181
20	0.000	0.282	0.200	0.000	0.227	0.142	0.169	0.213	0.189
21	0.363	0.268	0.200	0.000	0.210	0.145	0.164	0.288	0.218
22	0.428	0.500	0.437	0.230	0.437	0.377	0.393	0.481	0.434
23	0.250	0.250	0.130	0.000	0.000	0.083	0.060	0.250	0.139
24	0.200	0.162	0.083	0.000	0.058	0.057	0.057	0.170	0.111
25	0.222	0.214	0.117	0.000	0.076	0.066	0.069	0.216	0.137
26	0.200	0.239	0.285	0.062	0.440	0.215	0.289	0.229	0.262

27	0.375	0.195	0.111	0.000	0.000	0.076	0.061	0.245	0.160
28	0.538	0.437	0.259	0.111	0.300	0.222	0.239	0.466	0.351
29	0.363	0.305	0.269	0.250	0.166	0.263	0.250	0.319	0.285
30	0.333	0.315	0.250	0.090	0.307	0.205	0.230	0.320	0.276
31	0.250	0.320	0.133	0.125	0.200	0.130	0.142	0.303	0.229
32	0.307	0.295	0.181	0.000	0.160	0.130	0.140	0.298	0.210
33	0.062	0.276	0.250	0.133	0.217	0.215	0.216	0.222	0.218
34	0.714	0.769	0.937	0.083	0.500	0.571	0.566	0.757	0.666
35	0.666	0.576	0.578	0.083	0.500	0.387	0.393	0.593	0.492
36	0.400	0.555	0.473	0.181	0.000	0.366	0.354	0.531	0.444
37	0.272	0.515	0.322	0.071	0.384	0.244	0.275	0.454	0.352
38	0.250	0.289	0.142	0.000	0.428	0.095	0.178	0.280	0.226
39	0.250	0.151	0.111	0.076	0.111	0.100	0.102	0.177	0.138
40	0.400	0.406	0.320	0.166	0.307	0.270	0.280	0.404	0.336
41	0.357	0.190	0.322	0.066	0.227	0.239	0.235	0.232	0.233
42	0.636	0.578	0.575	0.117	0.666	0.420	0.492	0.591	0.533
43	0.692	0.545	0.548	0.187	0.650	0.425	0.492	0.586	0.530
44	0.230	0.378	0.484	0.000	0.363	0.320	0.333	0.340	0.336
45	0.500	0.452	0.382	0.000	0.625	0.260	0.378	0.465	0.416
46	0.800	0.689	0.750	0.272	0.777	0.600	0.660	0.717	0.684
47	0.117	0.372	0.243	0.000	0.083	0.173	0.144	0.300	0.213
48	0.125	0.250	0.147	0.000	0.045	0.102	0.084	0.216	0.145
49	0.529	0.333	0.411	0.066	0.176	0.306	0.272	0.389	0.328
50	0.437	0.317	0.297	0.000	0.333	0.224	0.257	0.350	0.299
51	0.083	0.181	0.206	0.000	0.000	0.150	0.127	0.155	0.141
52	0.117	0.145	0.138	0.066	0.040	0.117	0.092	0.138	0.113
53	0.400	0.142	0.210	0.000	0.333	0.133	0.151	0.210	0.183
54	0.285	0.295	0.277	0.071	0.181	0.220	0.208	0.293	0.246
55	0.428	0.358	0.344	0.333	0.388	0.341	0.355	0.377	0.366
56	0.600	0.756	0.323	0.000	0.608	0.229	0.352	0.714	0.511

57	0.000	0.048	0.000	0.000	0.000	0.000	0.000	0.035	0.016
58	0.714	0.351	0.392	0.285	0.095	0.357	0.269	0.450	0.350
59	0.076	0.027	0.103	0.000	0.000	0.076	0.054	0.040	0.048
60	0.166	0.161	0.192	0.000	0.000	0.138	0.116	0.162	0.139
61	0.615	0.700	0.393	0.333	0.428	0.377	0.393	0.679	0.521
62	0.600	0.461	0.406	0.071	0.160	0.304	0.253	0.500	0.360
63	0.100	0.030	0.043	0.000	0.181	0.031	0.069	0.046	0.058
64	0.000	0.190	0.294	0.100	0.000	0.222	0.200	0.129	0.163
65	0.000	0.162	0.125	0.000	0.071	0.093	0.087	0.120	0.102
66	0.333	0.136	0.136	0.000	0.142	0.093	0.102	0.193	0.142
67	0.375	0.173	0.250	0.000	0.333	0.136	0.178	0.225	0.203
68	0.285	0.111	0.055	0.000	0.200	0.040	0.066	0.147	0.109
69	0.200	0.310	0.250	0.333	0.000	0.272	0.230	0.294	0.266
70	0.285	0.200	0.190	0.250	0.000	0.206	0.193	0.216	0.205
71	0.230	0.243	0.166	0.000	0.312	0.111	0.163	0.240	0.200
72	0.428	0.242	0.428	0.090	0.363	0.312	0.325	0.275	0.301
73	0.571	0.586	0.444	0.090	0.444	0.310	0.342	0.583	0.459
74	0.250	0.625	0.300	0.125	0.333	0.250	0.270	0.571	0.400
75	0.555	0.129	0.200	0.166	0.000	0.192	0.178	0.225	0.205
76	0.571	0.476	0.277	0.500	0.500	0.333	0.346	0.500	0.425
77	0.375	0.250	0.200	0.000	0.500	0.136	0.166	0.281	0.232
78	0.066	0.102	0.083	0.000	0.100	0.057	0.069	0.092	0.079
79	0.062	0.071	0.027	0.000	0.050	0.018	0.027	0.068	0.045
80	0.066	0.032	0.031	0.000	0.062	0.022	0.033	0.043	0.037
81	0.428	0.263	0.193	0.076	0.250	0.159	0.173	0.307	0.240
82	0.000	0.115	0.047	0.000	0.000	0.034	0.031	0.085	0.059
83	0.230	0.159	0.153	0.000	0.142	0.102	0.113	0.175	0.145

APPENDIX H

UTILIZATION DATA FOR SEA VERSUS SHORE SUBGROUPS

This appendix presents graduate utilization data sorted by duty station--sea versus shore--of the respondents (interviewees). The first column lists the number of the job task statement. Utilization data from interviewees who reported on the Background Data Sheet that their previous (if a NAVEDTRACOM respondent) or present (fleet respondents) duty station was a "sea" billet are given in column 2. Column 3 presents the data for interviewees designating "shore" as their duty station. All data shown are proportions of interviewees reporting MS "A" School graduates were utilized at their units to perform the various job tasks. Ninety-three interviewees designated "sea" as their duty station and 52 designated "shore." Two interviewees failed to designate duty station. Consequently, their data are not included.

UTILIZATION DATA FOR SEA VERSUS SHORE SUBGROUPS

TASK NO.	(93) SEA	(52) SHORE
1	0.978	0.903
2	0.978	0.884
3	0.902	0.803
4	0.880	0.764
5	0.728	0.803
6	0.880	0.760
7	0.846	0.745
8	0.879	0.730
9	0.902	0.780
10	0.836	0.725
11	0.771	0.700
12	0.967	0.846
13	0.608	0.306
14	0.913	0.745
15	0.902	0.745
16	0.978	0.880
17	0.945	0.860
18	0.891	0.820
19	0.725	0.807
20	0.945	0.843
21	0.901	0.700
22	0.869	0.647
23	0.626	0.551
24	0.703	0.647
25	0.554	0.540
26	0.945	0.941
27	0.836	0.551
28	0.736	0.458
29	0.766	0.408
30	0.802	0.600
31	0.433	0.408
32	0.912	0.860
33	0.967	0.884
34	0.494	0.313
35	0.505	0.333
36	0.494	0.320
37	0.750	0.645
38	0.795	0.638
39	0.758	0.500
40	0.673	0.608
41	0.868	0.843
42	0.795	0.862
43	0.750	0.823
44	0.847	0.823
45	0.903	0.901
46	0.604	0.673
47	0.967	0.865
48	0.945	0.807
49	0.913	0.730
50	0.934	0.750
51	0.706	0.500
52	0.989	0.923
53	0.565	0.326
54	0.945	0.788
55	0.857	0.615
56	0.892	0.840
57	0.891	0.750
58	0.771	0.803
59	0.750	0.666
60	0.714	0.392
61	0.857	0.750
62	0.869	0.843
63	0.648	0.490
64	0.505	0.250
65	0.791	0.634
66	0.544	0.372
67	0.477	0.320
68	0.527	0.274
69	0.505	0.254
70	0.611	0.215
71	0.847	0.686
72	0.586	0.540
73	0.565	0.392
74	0.478	0.365
75	0.611	0.215
76	0.456	0.204
77	0.478	0.204
78	0.880	0.826
79	0.923	0.846
80	0.752	0.653
81	0.849	0.460
82	0.527	0.326
83	0.824	0.673

APPENDIX I

GRADUATE TASK PERFORMANCE DIFFICULTY DATA FOR SEA VERSUS SHORE SUBGROUPS

Data showing the proportions of interviewees who reported graduates have difficulty performing various MS job tasks at their units are presented in this appendix. The data are given separately for respondents representing sea and shore duty stations (see also appendix H).

TASK PERFORMANCE DIFFICULTY DATA FOR SEA VERSUS SHORE SUBGROUPS

TASK NO.	(93) SEA	(52) SHORE
1	0.303	0.319
2	0.244	0.217
3	0.349	0.390
4	0.271	0.410
5	0.328	0.317
6	0.320	0.421
7	0.259	0.447
8	0.325	0.421
9	0.409	0.512
10	0.220	0.297
11	0.309	0.314
12	0.261	0.272
13	0.339	0.133
14	0.642	0.605
15	0.662	0.526
16	0.426	0.477
17	0.229	0.209
18	0.243	0.292
19	0.196	0.166
20	0.160	0.255
21	0.231	0.200
22	0.450	0.424
23	0.157	0.111
24	0.125	0.090
25	0.156	0.111
26	0.218	0.354
27	0.207	0.037
28	0.373	0.318
29	0.275	0.350
30	0.287	0.266
31	0.230	0.250
32	0.228	0.186
33	0.235	0.195
34	0.733	0.562
35	0.543	0.411
36	0.444	0.500
37	0.347	0.387
38	0.202	0.300
39	0.130	0.173
40	0.306	0.428
41	0.253	0.209
42	0.540	0.545
43	0.579	0.476
44	0.384	0.261
45	0.404	0.456
46	0.672	0.742
47	0.269	0.111
48	0.160	0.119
49	0.364	0.263
50	0.302	0.307
51	0.[illegible]	0.160
52	0.153	0.041
53	0.211	0.117
54	0.241	0.268
55	0.346	0.406
56	0.493	0.571
57	0.012	0.027
58	0.450	0.195
59	0.072	0.000
60	0.169	0.050
61	0.538	0.487
62	0.425	0.255
63	0.050	0.080
64	0.173	0.153
65	0.111	0.090
66	0.163	0.105
67	0.166	0.312
68	0.125	0.071
69	0.288	0.153
70	0.218	0.181
71	0.217	0.171
72	0.314	0.296
73	0.461	0.500
74	0.431	0.368
75	0.218	0.181
76	0.404	0.500
77	0.250	0.200
78	0.038	0.046
79	0.058	0.022
80	0.042	0.029
81	0.253	0.217
82	0.062	0.058
83	0.186	0.060

APPENDIX J

UTILIZATION DATA FOR ENLISTED DINING FACILITY (EDF) VERSUS PRIVATE MESS (PM) ASSIGNMENT

Data sorted by work assignment are provided in this appendix. The proportions of respondents (N=136) who reported the "A" School graduate worked in an EDF are found in the first column. Those indicating the "A" School graduate worked in a PM (N=9) are found in the second column. These data are presented regardless of sea or shore location.

UTILIZATION DATA FOR ENLISTED DINING FACILITY (EDF) VERSUS PRIVATE MESS (PM) ASSIGNMENT

TASK NO.	(136) EDF	(9) PM
1	0.962	0.777
2	0.955	0.777
3	0.858	0.888
4	0.850	0.555
5	0.753	0.666
6	0.842	0.666
7	0.812	0.666
8	0.828	0.777
9	0.872	0.555
10	0.805	0.666
11	0.766	0.444
12	0.940	0.666
13	0.500	0.333
14	0.865	0.555
15	0.858	0.555
16	0.954	0.777
17	0.924	0.777
18	0.879	0.666
19	0.761	0.666
20	0.910	0.777
21	0.849	0.375
22	0.805	0.555
23	0.618	0.333
24	0.714	0.222
25	0.563	0.333
26	0.948	0.875
27	0.719	0.888
28	0.623	0.888
29	0.638	0.666
30	0.719	0.777
31	0.438	0.444
32	0.909	0.555
33	0.933	1.000
34	0.436	0.333
35	0.458	0.222
36	0.439	0.333
37	0.709	0.666
38	0.717	1.000
39	0.653	0.888
40	0.643	0.666
41	0.872	0.666
42	0.837	0.666
43	0.792	0.750
44	0.843	0.888
45	0.918	0.777
46	0.637	0.625
47	0.933	0.888
48	0.889	1.000
49	0.838	0.888
50	0.874	0.777
51	0.624	0.888
52	0.962	1.000
53	0.444	0.888
54	0.888	0.888
55	0.776	0.666
56	0.880	0.777
57	0.847	0.888
58	0.805	0.666
59	0.708	0.888
60	0.578	0.666
61	0.828	0.777
62	0.865	0.777
63	0.571	0.777
64	0.395	0.777
65	0.716	1.000
66	0.462	1.000
67	0.410	0.444
68	0.398	0.888
69	0.401	0.625
70	0.446	0.666
71	0.791	0.777
72	0.556	0.777
73	0.507	0.444
74	0.444	0.444
75	0.446	0.666
76	0.340	0.777
77	0.363	0.777
78	0.851	1.000
79	0.888	1.000
80	0.698	1.000
81	0.694	1.000
82	0.455	0.666
83	0.770	0.777

APPENDIX K

TASK PERFORMANCE DIFFICULTY DATA FOR ENLISTED DINING FACILITY (EDF) VERSUS PRIVATE MESS (PM)

This appendix presents data sorted according to work assignment. The number of the task statement is in the first column. The second column provides the proportion of interviewees (N=136) who reported "A" School graduates worked in an EDF. The data in the third column reflect PM assignment (N=9). These data are presented without regard to sea or shore location.

TASK PERFORMANCE DIFFICULTY DATA FOR ENLISTED DINING FACILITY (EDF) VERSUS PRIVATE MESS (PM)

TASK NO.	(136) EDF	(9) PM
1	0.302	0.285
2	0.224	0.285
3	0.347	0.375
4	0.307	0.200
5	0.326	0.166
6	0.321	0.833
7	0.296	0.666
8	0.324	0.571
9	0.439	0.400
10	0.250	0.166
11	0.313	0.000
12	0.238	0.500
13	0.287	0.333
14	0.629	0.600
15	0.608	0.600
16	0.420	0.571
17	0.195	0.714
18	0.247	0.500
19	0.166	0.500
20	0.188	0.285
21	0.212	0.666
22	0.416	0.600
23	0.123	0.666
24	0.105	0.500
25	0.120	0.666
26	0.250	0.571
27	0.168	0.000
28	0.345	0.500
29	0.265	0.500
30	0.263	0.428
31	0.210	0.500
32	0.216	0.200
33	0.238	0.000
34	0.706	0.333
35	0.491	0.500
36	0.431	1.000
37	0.333	0.666
38	0.212	0.444
39	0.144	0.125
40	0.325	0.666
41	0.250	0.000
42	0.522	0.666
43	0.523	0.500
44	0.345	0.375
45	0.395	0.714
46	0.674	0.800
47	0.220	0.125
48	0.132	0.333
49	0.307	0.500
50	0.279	0.571
51	0.144	0.125
52	0.123	0.000
53	0.150	0.375
54	0.241	0.375
55	0.355	0.500
56	0.516	0.571
57	0.009	0.125
58	0.342	0.666
59	0.052	0.000
60	0.142	0.166
61	0.522	0.428
62	0.353	0.428
63	0.065	0.000
64	0.150	0.285
65	0.104	0.111
66	0.131	0.222
67	0.188	0.500
68	0.094	0.250
69	0.245	0.600
70	0.186	0.333
71	0.198	0.285
72	0.297	0.285
73	0.470	0.500
74	0.383	0.500
75	0.186	0.500
76	0.400	0.571
77	0.208	0.428
78	0.069	0.222
79	0.033	0.222
80	0.031	0.111
81	0.225	0.222
82	0.032	0.166
83	0.138	0.285

APPENDIX L

GENERAL COMMENTS

This appendix contains the comments made by interviewees on the last page of the Feedback Data Form. The comments were in response to the instruction:

> Although we have already asked you to consider existing school training in great detail, there is one more very important job you can do for us. We need to know what things presently are NOT taught in school but should be taught there. Consider things the trainee has had to learn on the job with much loss of time for both him and his supervisors. Also consider tasks he still cannot perform because he did not learn them in school and because it has not been possible to train him on the job. Please do this carefully and thoughtfully. (Do not include tasks on special equipment.)

The comments are listed separately for the school and fleet groups of respondents.

GENERAL COMMENTS (School)

1. Teach proper shipboard cooking.
2. Stress time factors.
3. Stress equipment available.
4. Stress types of food.
5. Provide a more real life situation for duty.
6. More time on terminology on recipe cards.
7. More practice in card conversion.
8. More coverage on equipment sanitation, cleaning, and maintenance.
9. Stress graduates must serve and clean rooms - not just cook!
10. Should have more hands-on training at school.
11. Screen students to eliminate nonmotivated personnel.
12. Emphasis should be made in transitioning from classroom to reality.
13. Recommend more on training while in school.
14. No recommendations.
15. Focus on training on personal hygiene and discipline.
16. Include instruction in making garnishment.
17. Need more emphasis on sanitation.
18. Need more hands on training.
19. Need more basic training in basic math.
20. Should include proper makings of box lunches.
21. During past 3 years, the MS grad shows a marked improvement.
22. Include more on records and returns for general mess.
23. Should include motivational subjects in school.
24 "A" school training sufficient - more stress on attitude and importance of good food service.
25. Stress personal hygiene and sanitation.
26. Stress cooking in 15-20 portion quantities.
27. More stress on food preparation.
28. Teach wardroom service.
29. Low quality personnel input.
30. Problem is adapting to shipboard life.
31. Great difference between school and ship (loss of power, change of schedule, drills).
32. More on care and sharpening of knives.
33. More customer relations.
34. Use of dehydrated vegetables and following directions.
35. "A" School graduate is low quality (low GCT-ARI scores). Classwork is too detailed for this class of student. They are E-2 and some E-3s. They have plenty of time to study at their own pace for PO3rd. Information in there training is based on E-4s. I feel it should be basic and not so detailed.
36. Class "A" graduate performance evaluation and areas he covered from week he entered in his service jacket as reference for future training, to be presented to senior or MS upon reporting to his first command.
37. Since submarine cooks are normally watch captains as soon as they get on board, they should be given extra instruction such as garnishing, watch captain training, or be sent through "C" production.

38. Students are not familiar with EDF (varying jobs and sizes of different messes).
39. Ship rotate personnel as needed and you may not be cooking.
40. Personal habits.
41. The most important thing these newcomers should learn is some sort of personal discipline. They know their rights, but are limited when it comes to their responsibilities. Fifty percent of those observed know the basis of the rating, but the problem was with personal hygiene.
42. Student has basic knowledges of how to do job, but no pride or initiative.
43. School doesn't have enough equipment to become knowledgeable of the various equipments.
44. Need more time spent on actual work with steam jacket kettle - turning on the steam.
45. More on garnishing.
46. Teach more on food preparation - more time in baking and galley lab work.
47. Although students can read recipe card, convert it, they cannot actually perform the work involved in Food Preparation.
48. Need more motivation in school. Need to be told about long working hours and working conditions. (Unaware of workload, working hours, living conditions, etc).
49. Teach more food production OJT.
50. Need training is Safety Precaution on all equipment.
51. Explain to students what shipboard and shore galleys are like. Try to make them understand what to expect.
52. Student is taught the MS rate under ideal conditions, but once reporting to his first command the theory and training that took 8 weeks to absorb will be of little help because of drastic differences between "A" school (ideal) conditions and shipboard real life conditions.
53. More time should be spent on baking (subs).
54. They should at least try to explain in some fashion what shipboard life is like and also what the job requires of an "A" school graduate being sent to a large ship or shore station.
55. Broaden the base of OJT (lab) training to give student a chance to cook wider variety of foods.
56. Young men are given wrong impression about job by recruiters. They do not realize that MS rate is so difficult. They do not know importance of their job regarding crew morale.
57. There appears to be a large percentage of low GCT personnel in MS training. Should lengthen training pipeline for these people.
58. Should give more training for "officer country work." Emphasize difference between wardroom and EDF.
59. Should emphasize personal hygiene.
60. Should increase laboratory formula.
61. Emphasize recipe conversion formula.
62. Should require OJT shipboard experience prior to "A" school.
63. Onboard strikers are out performing MS "A" school grads.
64. Generally, graduate is not at fault. He is taught to work with good to ideal equipment. When he comes to the Fleet his equipment doesn't work, so he is lost. He cooks as if it should be good. Fryer doesn't recover properly and he is not sure what to do.
65. Need to stress all areas more.
66. More stress should be put on following special instructions on worksheet. Right size pan for product.
67. More recipe conversion.

68. Stress sanitation.
69. Everything taught in the school is what the student will need to know once he is in the fleet. Must understand personnel shortage - if there are no messcooks, and he is newly reported aboard - he will be elected for general cleanup.
70. Graduates are apprehensive and scared to go ahead on their own until they have been shown something one or two times and until they get to know the supervisor.
71. Teach large quantity cooking as in a galley.
72. Should teach more baking - OJT situation.
73. Teach more on use of galley equipment; should be stressed.
74. Teach more on use of instant and dehydrated foods.
75. Don't know if they teach the chain of command.
76. Items marked "Do with ease" appear to be tasks that are performed frequently without too much effort.
77. "Do with ease" term falls in this category since many products are pre-prepared or simple to do. On a large ship, the subject stays on a few tasks for a long time.
78. Garnishing, cooking and personal hygiene should be stressed more.
79. More on-the-job training is needed.
80. Proper operation of electrical equipment - OJT.
81. Sanitation should be stressed.
82. More operation of galley equipment.
83. Time factor needs to be stressed more - they can't take their time.
84. I believe that "A" school should stress OJT type training. I have observed two "A" school graduates. One received OJT in the fleet and then had "A" school. He showed a good understanding of the cooking field, where an "A" school added polish to his techniques. The second "A" school graduate had "A" school and then did something unrelated to cooking for 6 months, then went out to the fleet. He had no polish, no real knowledge and his "A" school was basically wasted.
85. I think you should go back to EDF records because it's a part of our job.
86. I think you should go back to teaching about nutrition.
87. Sanitation should be stressed.
88. Nutrition should be part of the curriculum.
89 MS personnel designated to go to submarines must have at least a little knowledge of the job they have to perform in the future. Lack of space/equipment cause problems.
90. SUBSCOL doesn't provide MS any info on submarine cooking. So MS must be properly oriented to equipments available in submarines and the duties they have to take.
91. Difficulty - students get confused when they are assigned to do the actual job.
92. Not all students are the same. Some say they were fooled by their recruiter. It shows, as they lose interest in cooking. Students should be asked if they are interested in cooking/MS rating <u>before</u> school starts.

GENERAL COMMENTS (Fleet)

1. Put more emphasis on sanitation training, both on the job and personnel adherence. Most of the new graduates of the "A" school after a week of coming aboard forget to apply the importance of sanitation in consonance to their work as personal habits. They usually come to work in dirty working uniforms and the supervisor spends more time reminding these people to take showers daily, shave and change into clean uniform.
2. It is nice to know to learn how to operate equipment, especially the basic and standard equipment aboard ship, but because of the change of new equipment aboard ship, this subject should be removed from curriculum. It could be learned aboard ship or on the job training. Time spent on these subjects can be diverted into reading and following the worksheet and recipe cards.
3. Avail more time on food preparation, baking theory and actual application of the subject matter taught. Recent graduates opinion and also my recommendation is to spend another week on this task statement because by the time they reported onboard the command they will be assigned directly to the galley, hoping that they can do this job properly. I had the occasion to work with these personnel and most of the time I spent too much time explaining the difference between the cooking terms, such as boiling, braising, simmering and what not. The feedback I got from them they basically stated that they don't have enough time learning this in "A" school. Put more emphasis on the importance of the worksheet in food preparation and how to follow and where to get all the information written on it because this is the yard stick for the end product of the bill of fare.
4. "A" school students need to be taught on baking and "OJT" to be informed on all kinds of bakery products.
5. Have students to fill up 1282's or any requistion form.
6. "A" school personnel don't have enough time to work on all kinds of galley equipment. They should be trained just in the galley at least 2 or 3 weeks.
7. Give more OJT before assignment. Most lack experience.
8. Need more OJT training in the school. Too many students to gain hands on experience.
9. "A" school training good - need more motivated people, OJT in school.
10. More practice on recipe computations and use of cards. More practical exercises.
11. Following tasks could be done OJT. Task NO's 52, 65, 66, 78, 79 and 80. More training needed for 83. School training generally good.
12. Need to instill more discipline and attention to detail. Stress sanitation. More practical training needed, especially preparation for cooking. Would eliminate tasks 1, 2, 6, 7, 8, 9, 10, 11, 12, 17, 19, 20, 24, 25, 26, 44, 50, 52, 54, 55, 62, 71, 78, 79 80 and favor of OJT.
13. Need more discipline - not conscientious. Could do these through OJT: 12, 17, 19, 23, 24, 25, 27, 33, 51, 59, 60, 65,78, and 79.
14. Need more emphasis on personal hygiene, baking, recipe breakdown. Would eliminate: Tasks 62 and 80.
15. Teach food conservation, sanitiation. Would substitute OJT for "A" school topics: Tasks 1-5, 8, 12, 19, 33, 62, 78-80.

16. Would eliminate 52, 78-80. More emphasis on: cooking with steam jacket kettles, vitamin theory, MS forms, math for recipe conversion.
17. More instruction in use of equipment, conversion of recipes. Would eliminate 11, 13, 24, 25, 52, 59, 62.
18. Need more training in recipe conversion, weights and measures. Would eliminate: 57, 59, 63.
19. Need more emphasis on mixing ingredients, selection of utensils, use of equipment, serving temperatures.
20. Would eliminate Tasks 30, 38, 40.
21. Need more hands-on practice. Would eliminate Tasks 13-22, 25, 26, 30, 32, 40, 41, 50, 52, 54, 55, 56-59, 61, 62, 72.
22. Teach cooking theory, safety, sanitation. More training in use of galley instruments, hands-on training. Would eliminate: 2, 17, 20, 33, 52, 59, 62, 71, 78, 79, 80.
23. Teach cooking times (meat). Would eliminate: 7, 20, 22, 30, 78-80.
24. Emphasize seasoning, use of equipment. Would eliminate: 2, 3, 5, 21, 24, 33, 48, 52, 59, 62, 63, 65, 68, 71.
25. More emphasis on use of recipe cards. Would eliminate: 7, 11, 12, 38, 39, 48, 52, 54, 57-59, 61-63, 71, 78, 79.
26. Although the Navy procures meat and meat products in the ready to use state, cutting of various meat for chops, steaks, etc. and the use of such equipment should be taught. (Safety as well as how to butcher.)
27. Recruit graduates have difficulty accepting the number of watches in addition to regular galley hours. These are unexpected and not a Navy-wide circumstance.
28. Upon leaving "A" school, most strikers are not prepared for mass feedings (4-8,000). They report to a large galley and are confused and frightened.
29. More time should be spent on the basis of meat cookery preparation through telling if product is done. Tend to overcook (C&A).
30. Sanitation and cleaning of meat slicers, ovens and other pieces of galley equipment should be stressed more.
31. Feels the best curriculum for "A" school is sanitation, AFRS card and work attitude. Cooking has to be learned on-the-job. Prefers a striker who has been mess cooking as he knows better than graduate what cooking is all about.
32. Should include BEQ management instructions.
33. On an average school turns out good people. Have a good working knowledge of rate, but don't apply it in some situations.
34. Things they can do with ease they enjoy most.
35. Send student for some OJT before school so they know real world.
36. More on garnishings. On special occasions we need such talents as radish flowerettes, parsley twigs.....
37. More on culinary art, cake decorating, food display, etc.
38. Ingredient substitution should be taught in "A" school.
39. Safety precautions must be given more emphasis on all food service equipments since these students are just beginners.
40. Allow more time OJT for "A" students to give a complete understanding of the task.
41. Teach how to operate scullery equipment.
42. Identify nomenclature and classification of messing items. Food stock and food service equipment.
43. Comply with principles of personal hygiene.
44. Arrange tables for formal and informal meals.

45. Knowledge of the general organization of the Supply Department and the Food Service Division as a whole.
46. They should teach how to set the table properly, especially when they assist in the officer mess. Also how to clean the table after the meal.
47. They should teach how to make salad, relish, and coffee.
48. They don't know how to wash and trim vegetables.
49. They should teach how to make simple cakes or biscuits.
50. Trainee's comprehension of task to be done incomplete: especially when equipments to be used are uncalibrated. Adjustment to the situation--is somewhat beyond their misunderstanding and does not conform as required. This situation is prevalent on most ships where equipments are not maintained as supposed to be and consequently give wrong temperatures.
51. Policy decision not to assign tasks to nonrated people. (18 "A" "don't do" on survey.)
52. Need more OJT in ships actual atmosphere; i.e., most equipments aboard ship and shore activities are not calibrated. Some equipments are down and if it is, trainees should be taught how to deal with situations like these.
53. Trainees should be made to understand the military seniority system. People with experience and seniority are given responsibilities. Gives trainee feeling of not being trusted.
54. Trainees with previous experience in civilian life try to use this experience which sometimes conflicts with the military way and don't understand why the military system is preferred.
55. MS "A" should include in their curriculum information about records and returns, culinary arts and storeroom procedure.
56. Great need for more basic instruction in baking.
57. Give an idea how much money is spent on each student to learn that field.
58. Teach more on records and returns.
59. I cannot remember anything being taught about serving a la carte style meals, but I feel that it should be taught. I myself would like to know more about this style of meal.
60. I was not informed about how to get requalified as a food handler. As far as I know, I am not certified now. I don't believe I have ever received a certificate. The teachers in "A" school should inform the students of this. I feel it could play an important part in my future.
61. I feel they should teach record keeping basics in "A" school.
62. I have observed the young man needs more training in preparation and should pay more attention to sanitation.
63. Suggest more training be given to some of the newer type equipment being installed in the Navy: convectional ovens, timeset deep fat fryers.
64. More hands on training in the galley. Use of minor equipment, knife, spoons, scales, measuring spoons and cappers.
65. Recipe card breakdown should be taught in great detail.
66. More emphasis on sanitation both for personnel and equipment.
67. I am making a strong recommendation that facts not hearsay must be told to each individual going to MS "A" school so each of them can have choice to either go or quit. I believe that a proper screening can improve MS rating.
68. More time should be spent on sanitation as it is most important part of MS field.
69. More on different methods of garnishes. The culinary art of preparing vegetables and fruits as garnish on serving line.
70. Record handling mainly because your third class exam consists of a lot of record handling questions.

71. More instruction on operation of food service equipment.
72. More emphasis on sanitation.
73. Need training in BEQ.
74. Too much training on wardroom. I don't feel that enough people go to the wardroom to warrant that much training.
75. Spend more time on actually preparing food.
76. Teach more specifics on doneness of meat.
*77. Personnel need to be taught time limitations in preparing food items for a large amount of portions and cooking more than one item at a time.
78. It seems to me that the upkeep of food service uniforms should have been taught in more depth.
*79. As a recent "A" school graduate, I did very little cooking during the training I received in "A" school. Upon arrival to the Fleet, there were many aspects of the job I could not perform. Most of my time has been spent cleaning and serving on the line. I really would not put out a meal without the other members of my watch.
*80. I have rarely prepared many of the meals either in "A" school or on the ship. As a graduate of "A" school, the training I received in "A" school was not beneficial to us or the members of the galley I work for now. I think that more individual training for the "A" school students is necessary and letting him actually cook the products instead of working in a group would be more beneficial.
*81. I think that the lack of training on the part of the "A" school has caused me as a student of "A" school to really not want to cook anymore. With more training I believe that I would be a better cook.
*82. "A" school to me was great training in a lot of ways but lacking in others. Sanitation was taught well and I got a lot out of it, however I feel that the school was too short. It did not allow enough time to teach the average person what he should know before being responsible for feeding such a large amount of people.
*83. There should be more time (allowed) for on-the-job training in a galley with the supervisor or a qualified instructor present.
*84. Nothing I do or say will change the way people out here in the fleet are doing it so what's the use of saying anything. I like to work in food service and with more training in the basic needs of the fleet, we are not out here doing the job or task the way it would or should be done, only what the senior people want and that is what people get. I'm here for 2 years and then out, so what I did learn was good to me and me only.

Note: Interviewer's comment: This man was very hurt to see so many people not showing the junior people what to do. Written like he said it to me. (_____, NFMT, NORVA)

85. Graduate should be made aware of the actual conditions/situations of shipboard life. Lots of extra duties, hard work, collateral and military duties makes it too much to take. Graduates don't seem to have the energy to take all of these. They give up too easily. They are not ready to comply with the requirements of shipboard routine. They are unreliable; somewhat confused because what they thought is the opposite of what they see.
86. Any MS strikers volunteering or ordered to submarine duty should have some type of facility to familiarize them with submarine equipment (type S range). Also, small size and space for food service areas.

* Quick reports by MSSN

87. If a person has orders to subschool, they should stand at least a week's training in a simulated submarine galley, thereby giving an idea of the equipment and the operator; the same for the wardroom--whereas the sub wardroom size makes the job slightly harder.
88. Strongly recommend sea duty vice shore duty for striker after "A" school. Striker will have a better understanding of the MS rating in all fields and would appreciate shore duty when rotated. Will have more initiative if assigned sea duty first.
89. I believe that the young candidate from class A school should be sent to ship in order to give him enough time and experience pertaining to his role.
90. Graduates should be taught to be more realistic in the performance of their job. They seem to be turned off as soon as they see actual conditions aboard ship. The usual response "I'm just here to finish my time" indicates their expectations as completely different on either what they have learned from school or from what they previously knew. The regular routine of the ship plus the demand of extra work, collateral duties, seemed too much for them to take.
91. I feel that desk procedures should be covered at "A" school besides cooking and a once over lightly of public relations and its meaning in the Navy to the customers which I feel is very important.
92. I think they should cut down on the time spent on sanitation lectures and spend more time on cooking and baking and increase speed of the personnel.
93. Most of the things they teach you have false perceptions between the classroom and the fleet.
94. Should add section on personal hygiene.
95. Teach to be neat while preparing food (don't make a mess).
96. Should be more selective in graduating personnel. Some don't want to be a cook.
97. Problems are in mixing of products like meat loaf, salmon loaf....they fail to break down recipe card, leave out ingredients; i.e., salt.
98. Personal pride - key to being good.
99. Many could save money with RSA program and good preselection.
100. Stress more on cleaning and why things must be clean!
101. Emphasize mixing of services and groups well.
102. Cleaning is a problem. There is limited time and proper procedures for various equipment are needing explanation.
103. Teach how to carve different kinds of meat.
104. Explain the works, but in more detail.
105. Spend more time on food preparation and less on recipe conversion and paperwork.
*106. This man has been assigned as a baker and hasn't had much experience in the galley/wardroom area.
*107. More time in school, but less just sitting and listening and more job training.
*108. Should spend a day out at sea.
*109. Find out more about the machinery they will be working with.
*110. Teach more on filing 1250's in relation to ship's OPTAR.
111. "A" school should demonstrate on garnishes. Was not sure what to do at first.
112. They should stress the cooking aspect of it more than they do because now only get 5 days of cooking and that doesn't prepare you.

*Self reports by MSSN

113. To be able to use pressure gages on steam jacketed kettles.
114. Add into "A" school a type of records and returns class to prepare cooks how to put out a set of basic records that you need.
115. Remember not to let food service attendants run you. Observe them closely when watch captain isn't available.
116. Give trainees 1 week aboard ship with a crew of 500.
117. Have 2 weeks in records.
118. A course in basic mathematics.
119. Spend more time in baking lab.
120. Course in food service terms (explanation and application) e.g., Ala Carte, saute, roux.....
121. Extensive training in various methods of preparing food (oven frying, braising). What finished product should look like.
122. Trainee should be taught how to deal with patrons. Emphasize what MS rating is all about.
123. School should prepare trainees for real situation aboard ships.
124. Personal hygiene is of utmost importance in food service and should be taught as such in school.
125. Trainee was not familiar with organization of the Supply Department.
126. More information is required pertaining to operation of food service equipment.
127. Need more detail on breaking down recipe card. Learn simple math before the metric system.
128. Their experience and heavy workload aboard large ships especially aircraft carriers somehow contributed to the trauma that it's completely different from what school has taught them as compared to reality. Maybe assignments to smaller ships would serve as a gradual introduction to shipboard life and actual feeding situations aboard ships.
129. Because of complexity of equipments used and probably not taught in school, the "A" school graduate is at a loss when it comes to operating them. One time they were able to learn and produce products in large numbers as necessitated by the number of people on big carriers.
130. More training is needed in the area of sanitation, including sanitation of decks and bulkheads.
131. More training in customer relations.
132. P.M. Due to the nature of patrons (officers and high ranking civilians) recent graduates are seldom allowed to perform tasks.
133. It is the belief of these graduates that the only requirement is cooking in the Navy. Military organizations such as chain of command, military courtesies, attitude and the initiative to do better is lacking.
134. School should teach more about sanitation. Furthermore, school should get more scheduled school training; is very important to MSs as a whole.

APPENDIX M

USEFULNESS OF DATA WORKSHEET

A "Usefulness of Data" worksheet is provided in this appendix. For each task, opinions were obtained from MS School subject matter experts regarding data usefulness. Reviewers rated the usefulness of the three category figures, the reason code figures, and the comments provided on the summary worksheets as being "Not Helpful," "Of Some Help," or "Very Helpful." They also checked the applicable summary statement (of four alternatives) to evaluate the relevance of data to training problem identification.

USEFULNESS OF DATA WORKSHEET

RATING _____ TASK # _____

1. INSTRUMENT EFFECTIVENESS: (check appropriate box)

	Not Helpful	Of Some Help	Very Helpful
a. Usefulness of "Do with Ease," "Don't Do" and "Do with Difficulty" figures			
b. Usefulness of Reason Codes and figures			
c. Usefulness of Comments (clear, precise, etc.)			
d. Overall usefulness of data			

2. RELEVANCE OF DATA: (check applicable summary(s))

a. Data suggest little difficulty in performance, therefore no problem is apparent. _____

b. Data imply training is NOT the primary cause of difficulty. _____

c. Data identify a training problem. _____

- The problem should be addressed in this course. _____
- The problem should be addressed in another segment of the training pipeline. Specify where _____ _____
- This problem was previously known or suspected. _____

d. Data inconsistent with other sources of feedback; identification as a training problem is inconclusive. _____

3. COMMENTS

_____

_____

_____

_____

_____

APPENDIX N

PROFILE OF RESPONDENTS

This appendix summarizes background information obtained on the MS petty officers interviewed to collect feedback data. The data is grouped by the five source locations: Norfolk (school), San Diego (school), East Coast Fleet, West Coast Fleet, and Orlando (fleet).

PROFILE OF RESPONDENTS

	(17) NORFOLK		(48) SAN DIEGO		(38) EAST FLEET		(19) WEST FLEET		(25) ORLANDO	
1. Time in Service (Years)	Min. 6	Max. 18	Min. 3	Max. 19	Min. 2	Max. 19	Min. 1	Max. 14	Min. 3	Max. 22
	$\overline{X}$ 15.2		$\overline{X}$ 11.7		$\overline{X}$ 13.4		$\overline{X}$ 6.0	(5.96)	$\overline{X}$ 13.9	
2. NEC	3501 3502 3503 3529 3533		3501 3502 3503 3528 3529 3533 3534 3542		3501 3502 3503 3524 3526 3528 3529 3533		3502 3503 3529		3502 3527 3529 3725 3729	
3. Previous Duty Station	Sea	Shore	Sea	Shore	Sea	Shore	Sea	Shore	Sea	Shore
	FF SSN AOE LPH LSD CG LPD AE CVN	0	SSBN LSD SSN LST CV HS AS LKA VF FF CG DDG VAQ VAW LPD AOR	COMSTOR Flag Mess BEQ BOQ	AFS CGN LST SSN CG AD CVN LSD FF AS LPH MSO FFG	NAS, NORVA Dam Neck	CV AE DD AO LPD	NAS, San Diego HSL NAS, North Island	0	NTC, Orl.
4. Duty Assignment	EDF 41.1% PM 23.5% Both 29.4% Blank 6.0%		EDF 50.0% PM 8.3% Both 16.7% Other 6.2% Blank 18.8%		EDF 78.9% PM 10.5% Both 5.3% Blank 5.3%		EDF 85% PM - Both - Blank 15%		EDF 100% PM - Both - Blank -	

$\overline{X}$ = Mean

PROFILE OF RESPONDENTS (continued)

	(17) NORFOLK	(48) SAN DIEGO	(38) EAST FLEET	(19) WEST FLEET	(25) ORLANDO
5. Billet Title	Div Chief Baker Watch Capt LPO Supv	Cook MAA Baker LPO BEO Desk Career Counselor Trg PO Watch Capt Supv Records Collection Agent	Watch Capt Galley Capt Cook LPO Jack O Dust Wardroom CPO Supv Baker Records Cashier	MS Striker Messman Records Food Service Cook Cook Striker	Cook Watch Capt Snack Bar Supv CMAA BEO Records Galley Chief Admin Baker LCPO
6. Course Attending	All C School	10 IT 38 C School	-	-	-
7. $\bar{x}$ of How Many Supervised	4.1	5.2	6.9	8.5	12
8. $\bar{x}$ of How Long Supervised (In months)	8.7	9.0	9.6	6.8	8.2
9. Time to Complete Part A (In minutes)	Min. 13 Max. 55 $\bar{x}$ 34.9	Min. 5 Max. 30 $\bar{x}$ 11.0	Min. 15 Max. 90 $\bar{x}$ 36.4	Min. 10 Max. 60 $\bar{x}$ 20.3	Min. 5 Max. 18 $\bar{x}$ 11.2
10. Time to Complete Part B (In minutes)	Min. 19 Max. 60 $\bar{x}$ 44.25	Min. 8 Max. 120 $\bar{x}$ 41.3	Min. 5 Max. 105 $\bar{x}$ 43.8	Min. 10 Max. 60 $\bar{x}$ 19.4	Min. 20 Max. 60 $\bar{x}$ 38.9

PROFILE OF RESPONDENTS (continued)

	(17) NORFOLK	(48) SAN DIEGO		(38) EAST FLEET	(19) WEST FLEET	(25) ORLANDO
11. Rate of Respondents	MS2 MS2(SS) MS1 MS1(SS) MSC MSCS	C School MS3 MS3(SS) MS2 MS2(SS) MS1 MS1(SS) MSC MSC(SS) MSCS MSCS(SS)	IT School MS1 MSC MSC(SS) MSCS	MSSN MS3 MS2 MS1 MSC	MSSN MS3 MS1 MSC	MS3 MS2 MS1 MSC MSCS

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